DOCUMENT RESUME

ED 131 868 IR 004 270

AUTHOR Willoughby, Deborah, Ed.
TITLE A Sourcebook on Radio's Role in Development. Information Bulletin Number 7.
SPONS AGENCY Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.
PUB DATE Oct 76
NOTE 90p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Adult Education; Annotated Bibliographies; Communications; *Developing Nations; Economic Development; *Educational Radio; Elementary Secondary Education; Human Resources; International Organizations; *Mass Media; National Programs; Nonformal Education; *Radio

ABSTRACT

The international literature on radio's role in national development is represented by the 600 entries in this bibliography. In three sections, entries are classified by document type, by issues covered, and by strategies employed. Within these categories, entries are sub-divided by topic and arranged alphabetically by author's last name. Most items appear in more than one category. The majority of the entries are annotated; some are fully abstracted. Document sources, including complete addresses, are listed in a final section. (PF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED131868

Information Bulletin Number Seven
The Clearinghouse on Development Communication
1414 Twenty-Second Street, N.W.
Washington, D.C. 20037

A Sourcebook on Radio's Role in Development

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The Clearinghouse on Development Communication serves as an international center for materials and information on important developments in the application of communication technology to development problems. The Clearinghouse is operated by the Academy for Educational Development, a non-profit, planning organization, and is supported by the Technical Assistance Bureau of the U.S. Agency for International Development, Washington, as a part of its program in educational technology and development communications.

IR004070

CONTENTS

In order to make this bibliography more useful, we have divided it into fifteen categories:

Category Number	Category Title	Page
	Type of Document:	
1	Project Report	1
2	Country Survey	5
3	Research and Evaluation	9
4	Bibliography	17
5	Discussion	19
	Issues:	
6	Policy and Planning	23
7	Innovation	29
8	Audience	34
9	Cost	43
10	Support (Software, Materials, Training)	46
	Strategies:	
11	Open Broadcast	54
12	Instruction	57
13	Farm Forum	65
14	Radio School	68
15	Animation	76

Most of the 600 entries appear in more than one category. The majority of these entries are annotated, and some are fully abstracted. To avoid repetition, we have printed the annotation or abstract only in the principle category in which the entry is listed. In the other categories, the basic bibliographic information is followed by a designation such as: (Abstract--9) or (Annotation--6). This means that the former entry includes an abstract, which is found in the principle listing in category 9. The latter entry includes an annotation, which is found in the principle listing in category 6.

FORWARD

A world-wide renaissance of interest in radio is underway. The medium is being used increasingly by development communicators in Asia, Africa, and Latin America. In the industrial countries, appreciation of radio also seems to be increasing.

In the United States, radio mysteries and dramas are reappearing, some twenty years after television allegedly made them "obsolete". Exasperated by the cost of television, and intrigued with the communication capabilities of pure sound, the local Washington, D. C. school system has made a serious commitment to radio as an instructional medium.

I learned of this latter project only after it had functioned for several years--even though its office is less than a mile from my own. The problem of learning from others' experience increases with distance, and with linguistic and national boundaries. Yet, it is imperative that new efforts in applying radio avoid the failures of and build on the successes of the past.

Although several institutions had produced bibliographies that covered a part of this field, I was able to find no single source that attempted to portray the breadth of past experience in applying radio to problems of education and development. I also found that these bibliographies fell short of providing international users with complete access information--exactly how to obtain the documents cited. In the present document, the attempt has been made to supply as much information as possible on information sources. Hence the name sourcebook!

Lest readers assume that the following pages represent only the opinions of (or only the work of) the Clearinghouse on Development Communication, I will list in some detail the contributions made by various individuals and institutions, and thus emphasize our role as mere catalysts of activities that were already underway elsewhere.

For the origins of the sourcebook, we are indebted to Peter Spain, of the Institute for Communication Research at Stanford University. His 180 item

bibliography has been incorporated into the present document. Next, Judith Yarborough and Emily Raskin of the ERIC Clearinghouse on Information Resources at Stanford University provided an invaluable, up-to-the-minute search of the computerized database of ERIC (the Educational Resources Information Center).

Another valuable contribution to the sourcebook was made by the International Education Reporting Service (IERS), an activity of UNESCO's International Bureau of Education in Geneva. IERS director Leo Fernig provided us with a recent search of their growing computer database listing entries related to educational radio. Mr. Fernig also offered IERS assistance in responding to readers' follow-up inquiries involving radio, and expressed the hope that readers would contribute documentation on their own radio-related work to the IERS database.

Once the "raw materials" of the sourcebook were assembled--over 600 items--there remained a massive job of organizing the information and of designing a useful format for its presentation. For assistance in this task, we are indebted to Jim Theroux, Director of the Radio Software Research Project and Janice Smith, Coordinator of the Nonformal Education Resource Center, both at the University of Massachusetts in Amherst.

Finally, there remained the painstaking tasks of editing, of producing the text, and of tracking down complete access information on as many sources as possible. For this, we turned to Deborah Willoughby, a freelance editor who did an excellent job in pulling all the pieces together.

In fact, we now have all the pieces but one--input from the users of the sourcebook. We will look to you for assistance in preparing a major addendum to the sourcebook, scheduled for publication within one year. Please send your suggestions, along with any documents on your own radio-related work which may have been missed.

Jock Gunter

Jock Gunter, Director
Clearinghouse on Development Communication
October, 1976

1. TYPE OF DOCUMENT: PROJECT REPORT

Acción Cultural Popular (ACPO). ACPO en Cifras: 1947-1962. Bogotá: Andes, 1963. (ACPO in Statistics: 1947-1962.)

ACPO. Informe al Gobierno Nacional. Bogotá: ACPO, 1964. (Report to the National Government.)

ACPO. Cruzada Cultural Campesina. Bogotá: ACPO, 1964. (Peasant Cultural Crusade.)

ACPO. What is, what are the objectives of, what does Acción Cultural do? Bogotá: Andes, 1965. Spanish, English.

ACPO. Escuelas Radiofónicas: Informe Anual 1966. Bogotá: ACPO, 1966. (Radio School: 1966 Annual Report.)

ACPO. Escuelas Radiofónicas: Informe Anual 1967. Bogotá: ACPO, 1967. (Radio Schools: 1967 Annual Report.)

ACPO. Radio Sutatenza: Programación. Bogotá: ACPO, 1969. 131 pp. (Radio Sutatenza: Programming.)

ACPO. ACPO; Agencia de Desarrollo. Bogotá: Andes, 1970. (ACPO: Development Agency.)

ACPO. Mensaje de la Dirección General a los Colaboradores de la Institución; 25 Años de Servicio a la Cultura del Pueblo. Bogotá: ACPO, 1972. 40 pp. (Message from the Board of Directors to Contributors; 25 years of Service to Popular Culture.)

ACPO. Conclusions of Studies on the Effectiveness of Radiophonic Schools of Acción Cultural Popular. December 1972.

ACPO. La Industria y el Desarrollo Social; el Caso de la Industria Privada Frente a las Entidades Fiscalmente Exentas o Privilegiadas. Bogotá: ACPO, 1973. 125 pp. (Industry and Social Development; The Private Sector vs. Tax-exempt or Privileged Companies.)

Barba, Alma A. "Project Move Ahead." Audiovisual Instruction, Vol. 14, No. 10 (December 1969), pp. 34-35. (Annotation--12.)

Baker, Frederick J. Community Development in Northeast Thailand: A Descriptive Study of Radio Station 909, Sakon Makorn, as an Educational Vehicle for Change. East Lansing: Michigan State University, Ph.D. dissertation, 1973.

Beltran, I.R. Communication Research in Latin America; the Blindfolded Inquiry? Paper submitted to the International Scientific Conference on Mass Communication and Social Consciousness in a Changing World, Leipzig, Sept. 17-20, 1974, under the auspices of the International Association for Mass Communication Research.
Most valuable as a bibliography, this article is based on several hundred other articles and books. (Annotation.)

Braun, Juan R. Comunicación, Educación No Formal y Desarrollo Nacional: Las Radio Escuelas Colombianas. Bogotá: Editorial Andes, 1976. (Communication, Nonformal Education, and National Development: the Colombian Radio Schools.)

Chander, Romesh. "Programming for S.I.T.E. (Satellite Instructional Television Experiment)." Vidura, Vol. 10, No. 1 (February 1973), pp. 39, 41-45. AMIC 004 100. (Annotation--7.)

Cusack, Mary Ann. Space Technology for Rural Education; Brazil Experiment. Project SACI. Sao Jose Dos Campos, Brazil: Instituto de Pesquisas Espaciais, March 1974. 73 pp.
An eight-year project--Project SACI--began in 1969, is introducing technology into Brazil's educational system. It is based upon the hypotheses that technology can deliver education to more students, increase achievement, and provide cost-effective teacher education. ED 088 500. (Annotation.)

Inquai, Solomon. The Application of Radio in Community Education in Ethiopia. Columbus, Ohio: The Ohio State University, Ph.D. dissertation, 1963.

Kivlin, Joseph E., and others. Communication in India: Experiments in Introducing Change. May 1968. Also available from: The Department of Communication, Michigan State University, East Lansing, Michigan 48823. 61 pp.
A study undertaken in India on the diffusion of innovations compared 108 villages on factors that affect adoption of agricultural innovations; the study then compared the adoption behavior of 680 Indian farmers. The third phase of the project compared the effectiveness of radio farm forums and adult literacy classes for communicating information. ED 042 105. (Annotation.)

Manduley, Jose C. "Teacher Utilization of Instructional Radio -- Part I." Educational Broadcasting, March/April 1976. pp. 41-46.

Manduley, Jose C. "Teacher Utilization of Instructional Radio -- Part I." Educational Broadcasting, May/June 1976. pp. 25-27.

McAnany, Emile G. "African Rural Development and Communication: Five Radio-based Projects," to appear in Rural Africana: Current Research in Social Sciences, a publication of the Africa Studies Center, Michigan State University, East Lansing, Michigan. The Spring 1975 issue will be on communication and development in Africa.

Mills, Anthony.
"Radiovision in the Central African Republic."
"Rural Radio in Upper Volta."
"Senegal: Radio Dissoo."
Unpublished reports. Stanford University, Institute for Communication Research, 1972.
Publications based on visits to projects in Central and West Africa. (Annotation.)

Movimento Brasileiro de Alfebetização. Le Systeme Mobral. Rio de Janeiro, 1973. 40 pp. French. 00448 INNO/00106 076 1973. (Annotation--12.)

Niemi, J.; Blunt, Adrian. "The Raven Brings Tidings." Educational Technology International, 4 (April 1971), pp. 15-17.
Developmental radio among the Indians of British Columbia.

Parker, Lorne A. "Educational Telephone Network and Subsidiary Communications Authorization: Educational Media for Continuing Education in Wisconsin." Educational Technology, Vol. XIV, No. 2 (February 1974).
This article shows the use of radio and telephone for continuing education, established at the University of Wisconsin in 1965. Describes the configuration of the system, the program contents, the project function, and an evaluation of the project. (Annotation.)

Radio Santa María. La Experiencia Radio Santa María. La Vega, 1975. 39 pp. Spanish. (Annotation--10.)

Radio Television Singapore. Television Singapore--Tenth Anniversary 1963-73. Singapore, 1973.
An information booklet on RTS illustrated with color as well as black and white photographs. Contains historical background information about RTS and provides information on the various divisions of the RTS organization. It also consists of a description of the radio and television services of RTS, the TV operations and technical facilities and the Educational Television Service. AMIC 003 224. (Annotation.)

Schramm, Wilbur. Radio San José, La Voz Cultural de la Amazonia. Stanford: Institute for Communication Research, 1969. (Radio San Jose, The Cultural Voice of the Amazon.)

Scago, J.A. "The Use of Media in Non-Formal Education for Rural Development: A Report on British Experience." Mimeographed. Paper prepared for the International Council for Educational Development in cooperation with the Overseas Development Administration. Reading, England: Agricultural Extension and Rural Development Centre, University of Reading, May 1972.

Secretaria de Educação e Cultura da Bahia. Instituto de Radio Difusao Educativa da Bahia (IRDEB). Informacao profissional pelo radio. Salvador, 1975. Portuguese. (Abstract--11.)

Secretaria de Educação e Cultura de Bahia. Instituto de Radio Difusão Educativa da Bahia (IRDEB). Programação 1975. Salvador, 1975. Portuguese. (Abstract--2.)

Social Development Commission, Literacy Section. "Literacy through Radio and Television in Jamaica." Educational Television International, Vol. 4. No. 1 (March 1970).
Descriptive of a program in its early stages, before an evaluation unit was formed. (Annotation.)

Tevoedjre, T. "An Educational Campaign by Radio in Dahomey, First Progress Report." European Broadcasting Review, March 1969.
After one year on the air, the director of Radio-Dahomey's Educational Broadcasting comments on the development so far and the hopes for the future of radio. (Annotation.)

Theroux, P. Education by radio: An Experiment in Rural Group-Listening for Adults in Uganda. Kampala, Uganda: Makerere College, Makerere Adult Studies Center, Occasional Paper No. 6. n.d.

UNESCO Regional Office for Education in Latin America and the Caribbean. MOBRAL: The Brazilian Adult Literacy Experiment. Paris: The UNESCO Press, 1975. 70 p. English, French, Spanish.
This report presents a comprehensive analysis of MOBRAL, the nationwide massive literacy campaigns in Brazil and draws lessons for other countries organized outside the educational system though designed to reinforce it through a process of integrated lifelong education, MOBRAL functions through a central administrative organization that relies on local initiatives and relates functional literacy training to a socioeconomic environment of learners. The educational personnel at the Central Office are essentially concerned with the mobilization of students. Financial support is supplied mainly by the revenue from the sport lottery and voluntary tax deductions of legal entities, MOBRAL also provides primary education opportunities for new literates. Program evaluation forms part of the

overall supervision project which was launched in 1973. Various teaching techniques used by MOBRAL are described, such as self-instructional methods, educational radio for training of instructors, experimental radio-TV lessons for study groups, life-oriented textbooks, and vocational and community resources. 00536 INNO/00185 999 1973. (Abstract.)

Vernier, Pierre. "L'Education par la Radio au Gabon." Brussels: Interstages 28 (November 15, 1965), pp. 18-20.
With the help of Unesco, Radio Gabon began a concerted effort to educate villagers in areas such as health and agriculture. (Annotation.)

2. TYPE OF DOCUMENT: COUNTRY SURVEY

Akintayo, Olusola. "Schools Broadcasting in Nigeria." Combroad, No. 24, July-September 1974.

Alcalay, Rina. "El Medio Radial; Su Especificidad y un Diagnóstico de su Queacher en Chile." Revista EAC Artes de la Comunicación (Chile), No. 3 (1973), pp. 30-55. (Annotation--6.)

Anatol, Karl W.; Bittner, John R. Southeast Asian Broadcasting: The Emergence of Thailand. Long Beach: California State College; Lafayette, Indiana: Purdue University, Department of Communication, April 1971. Paper presented at the International Communication Association Annual Conference, Phoenix, Arizona. 7 pp.
The historical development and evolution of broadcasting in Thailand, from its beginning in 1919, is narrated. ED 048 768. (Annotation.)

Arana de Swadesh, F. Informe Sobre la Influencia que la Radio Ejerce en una Communidad Indígena: Xoxcotla, Morelos. México: Friedrich Ebert Foundation Seminar on Rural Radio, December 1971 (Mimeo).
This survey of an Indian village in the State of Morelos, Mexico, shows radio listening patterns to local and Mexico City stations. It concludes that local audiences pay little heed to educational/informational programs and a great deal to entertainment, more to Mexico City programs than to local radio. (Annotation.)

Arevalo, Manuel; Alba Robayo, Vicente. "Análisis de la Investigación en Communicaciones Agropecuarias." Bogotá: Instituto Colombiano Agropecuario, 1974, 89 pp. (Boletín de Investigación, No. 9.)
An analysis of some studies on agricultural information carried out in Columbia during the period 1972-73, to determine what elements of the communication process had been studied and the methods used. (Annotation.)

Awasthy, G. Broadcasting in India. Bombay: Allied Publishers, 1965. 268 pp.
The author, a former employee of All India Radio, calls this book a "critical narrative of AIR, its programmes, its policies, its ambitions and its failures since 1946." AMIC 001 752. (Annotation.)

Aziz, Sartaj. "The Chinese Approach to Rural Development." Ideas Action Bulletin, 98 (1974), pp. 16-23.

Bahia Horta, J. Silverio. Historico de Rádio Educativo no Brasil (1927-70). In Cadernos da Puc, nr. 10/72, Universidad Catolica, Rio de Janiero.
The history of educational radio with detailed data on different projects and an analysis of their political, organizational and philosophical backing. (Annotation.)

Besiroglu, Akin. "Forty-Eight Years of Broadcasting Services in Turkey." EBU Review, Vol. 25, No. 4 (July 1974), pp. 23-25.

Boyd, Douglas. "The Story of Radio in Saudi Arabia." Public Telecommunications Review, Vol. 1, No. 2 (October 1973), pp. 53-60.

Center for International Education. Nonformal Education in Ecuador 1971-1975. Amherst, Mass.: University of Massachusetts. 231 pp. English, Spanish. (Annotation--14.)

Coehlo dos Reis, T. Teleducação Brasil, 1958/70. Rió de Janeiro, 1972.
Details in the history of educational broadcasting during the period 1958-70, particularly rich on legal aspects. (Annotation.)

Cortez, C. Movimiento de Educación de Base (MEB). Rio de Janeiro: MEB 1972. 28 pp. Spanish. (Abstract--10.)

Cutter, Charles H. Nation-Building in Mali: Art, Radio, and Leadership in a Pre-literate Society. Los Angeles: University of California at Los Angeles, Ph.D. dissertation, 1971.

Direct. "La Developpment Rural de Inde." Paris, June 1976. p. 72. French. (Annotation--13.)

Instituto de Planejamento Economico Social. Diagnostico de Radio Educativo, Rio de Janeiro, 1973.
The state of the art in Brazil in 1970/71. (Annotation.)

Lent, John A. Broadcasting in Asia and the Pacific. Philadelphia, Pennsylvania: Temple University Press, forthcoming.
Thirty-four chapters covering broadcasting in most Asian nations. Chapter on educational television in Asia.

Lent, John A. "Commonwealth Caribbean Mass Media: History and Development." Gazette, Vol. XIX, No. 2 (1973), pp. 91-106.

Lent, John A. "Malaysia's Guided Media." Index on Censorship, Winter 1974, pp. 65-75.

Lent, John A. "Mass Media in Laos," Gazette, Vol. XX, No. 3 (1974), pp. 170-179.

Lent, John A. "Mass Media in the Netherlands Antilles." Gazette, Vol. XVII, No. ½ (1971), pp. 51-73.

Lent, John A. Philippine Mass Communications: Before 1811, After 1966. Manila: Philippine Press Institute, 1971.

Lent, John A. "Philippine Radio--History and Problems." Asian Studies (Philippines), April 1968, pp. 37-52.

Liu, Alan P.L. Radio Broadcasting in Communist China. Cambridge: Massachusetts Institute of Technology, Center for International Studies, 1964.

Mauritius. Ministry of Education and Cultural Affairs. Report on Educational Developments 1971-1973. Port Louis: 1973. 5 p. English.
Official report from Mauritius for 1973 on the educational administration and educational organization. The report notes the creation of teachers colleges for secondary school teachers, the expansion of educational radio and the use of television. The report contains statistical tables. 00256 SIRE/C0205 480 1973. (Abstract.)

Mackie, William Eugene. Radio Broadcasting in Malawi: A Search for Identity and Service. Columbia, Missouri: University of Missouri, 1971.

Martin, P.F.G. Jamaica: Educational Broadcasting. Paris: UNESCO, 1972. 25 pp. (Serial no. 2586/RMD.RD.MC).

Mujahid, Sharif Al. "Mass Media in Pakistan (1947-1971)" In Conference on Communication Research Needs: Urbanization and Communication, Honolulu, 1973. Honolulu: East-West Center, 1973.
Discusses the history, development, and problems of the press and broadcasting media in Pakistan. Contains a section on the electronic media, which traces the development of the television service in Pakistan, giving an outline of its objectives, coverage, programming, and problems. Discusses also the development of radio in West and East Pakistan (now Bangladesh), the disparity of broadcasting facilities and service in the two territories, as well as the various radio networks, audience, programming, finance, governmental pressures, and influence on the media. Concludes with an examination of Radio Pakistan and its role in nation-building. AMIC 003 935. (Annotation.)

Nishimoto, Mitoji. The Development of Educational Broadcasting in Japan. Rutland, Vermont: Charles E. Tuttle and Co., 1969. 287 pp.

Nishimoto, Mitoji. Modernization of Education and Educational Broadcasting. Tokyo: NHK Publications Association, 1966. 324 pp. Japanese. AMIC 002 023. (Annotation--10.)

Radio Talivishen Malaysia. Kuala Luapur, Ministry of Information and Culture, 1970. 76 pp. Malay/English.
Illustrated information brochures on radio and TV Malaysia, giving an outline of its history and development in West Malaysia, Sarawak, and Sabah. Deals also with the program content, coverage, transmission stations, rural broadcasting service, engineering facilities, earth satellite station, news division, design and staging service of TV Malaysia. AMIC 001 650 d. (Annotation.)

Ruiz, Anfbal Arias. "Radio Ecca--A Spanish Contribution to Educational Broadcasting." EBU Review, Vol. 25, No. 5 (September 1974), pp. 22-24.
A description of educational radio on the Canary Islands. (Annotation.)

Schramm, Wilbur, and others. New Educational Media in Action--Case Studies. 3 vols. Paris: UNESCO, 1967.
Includes radio projects in Thailand, India, Japan, Australia, Togo, Niger, New Zealand, and Honduras. A standard collection. (Annotation.)

Secretaria de Educação e Cultura da Bahia. Instituto de Rádio Difusão Educativa da Bahia (IRDEB). Programação 1975. Salvador, 1975. Portuguese.
A description of 19 projects prepared by IRDEB in Brazil, to be carried out in 1975. Projects deal with administration of IRDEB, project evaluations, and various educational radio programs comprising remedial courses, professional training and community education. For each project, aims, expected results, financial needs and financial support are shown. (Abstract.)

Soifer, Jack. 50 anos de Teleducação no Brasil. Associação Brasileira de Teleducaçao, Garanhuna, 1973 (Mimeo). (Annotation--3.)

Soifer, Jack. Rádio Para o Desenvolvimento. Revista Brasileira de Teleducação, December 1973.
The techniques available particularly for the poor North and Northeast regions in Brazil. (Annotation.)

Somalia Ministry of Information. The Development of Broadcasting in Somalia (compiled by Suleiman Mohammed Adam). Mogadishu: Government Printing Press, 1968.
One of the very few broadcasting studies by an African on the scene. (Annotation.)

Taylor, Dan; Hamel, Ham. Report on the Radio Listener Analysis Survey. Kathmadu: Radio Nepal, 1969. [illegible].

Report and conclusions of a survey to provide background information on the radio listening habits of Nepalese and to "permit experimentation with survey techniques as an adjunct to program operations." AMIC 002 210 d. (Annotation.)

3. TYPE OF DOCUMENT: RESEARCH AND EVALUATION

Ables, H.A. Radio Farm Forum in the Philippines; a Proposal for a Pilot Study, Research Paper. East Lansing: Michigan State University, Department of Communication, 1966.

Academy for Educational Development. Educational Technology and the Developing Countries: A Handbook. Washington, D.C., 1972. 180 pp. AMIC 002 277. (Annotation--6.)

Arévalo, Manuel; Alba Robayo, Vicente. Análisis de la Investigación en Comunicaciones Agropecuarias. Bogotá: Instituto Colombiano Agropecuario, 1974, 89 pp. (Boletín de investigación, No. 8.) (Annotation--2.)

Armsey, J.W.; Dahl, N.C. An Inquiry Into the Uses of Instructional Technology: a Ford Foundation Report. New York: Ford Foundation, 1973. 113 pp. English. 00385 INNO/0072 840 1972. (Abstract--6.)

Ball, John C.H. "School Radio: The Future. Part 2: Producing Programmes for Schoolchildren (with special reference to the African scene)." Educational Broadcasting International, Vol. 7, No. 2 (June 1974), pp. 101-106.
Here, Ball looks at some of the techniques and methods of producing radio programs for schoolchildren. Includes sections on radio reception, dramatization, analogies, pronunciation and vocabulary, sound effects, and program structure.

Ball, John C.H. "Using Sound Effects in Schools Broadcasting." Educational Broadcasting International, Vol. 5, No. 3 (September 1971), pp. 208-214. (Annotation--8.)

Beltrán, Luis. Alien Premises, Objects, and Methods in Latin American Communication Research; a Critical Perspective in Light of U.S. Influences. Bogotá, 1975. 41 pp.
A paper prepared for the special issue of Communication Research: an international quarterly on communication and development.

Bernal, H. Análisis Estructural de las Escuelas Radiofónicas. Buenos Aires: Boletín de la Educacion Radiofonica Latinoamericana. Año 1, n.2. pp. 25-40. Spanish. (Abstract--10.)

Bernal, H.; Palacio, O. La Operación Antioquia de Acción Cultural Popular. Bogotá: Acción Cultural Popular (ACPO), Documento de Trabajo No. 7, 1968. 97 pp. Spanish.
A report on community development campaigns carried out by ACPO in the Department of Antioquia, in Colombia, with the aid of educational radio. It focuses attention on actions conducted in integrated rural development, housing, health education, family education, religious education, and recreation. At the time of the report, radio schools served an audience of 40,217 pupils in Antioquia, 20,698 of whom were illiterate adults. Literacy programs showed good results in 55.10 percent of the listeners. (Abstract.)

Box, Louk de la Rieve. Ph.D. thesis. New York: Columbia University, 1973.
An analysis of the reasons for success and failure of educational broadcasting organizations and projects. (Annotation.)

Brumberg, S.F. Los Medios Masivos de Comunicación al Servicio del Desarrollo Rural en Colombia. Bogotá: Acción Cultural Popular (ACPO), Documento de Trabajo No. 22, 1974. 105 pp. Spanish, English.
A report showing the main conclusions of an evaluation of ACPO's experience in the field of mass nonformal education in rural Colombia, carried out by the International Council for Educational Development. ACPO has demonstrated that

the radio can be effectively utilized to reach a sizeable rural population that is both widely dispersed and isolated. It was found, however, that radio messages must be reinforced by reading materials and by personal contacts to motivate learners. It is possible to mobilize local human resources to volunteer their time and effort in a mass education program. (Abstract.)

Camus, J; Baeza, O. La radio en la Escuela, Método Audiovisual de Enseñanza. Lo Barnechea, Chile: Centro de Perfeccionamiento, Experimentación, e Investigaciones Pedagógicas (CPEIP), 1974. 83 pp. Spanish. (Abstract--8.)

Carpenter, C.R. "International Broadcasting: A Preface to Development." Public Telecommunications Review, Vol. 2, No. 2 (April 1974).
Discusses the pre-requisites for the production and broadcasting of intercultural educational radio and TV programs. Suggestions are based on research in programmed instruction. Suggests a world standard for research labs in social and behavioral sciences using communications methods; a world standard for library laboratories where audiovisual materials are collected and distributed; and a new international standard for combining of large public and commercial stations with small educational stations. (Annotation.)

Center for Educational Development Overseas (CEDO); Commonwealth Secretariat. New Media in Education in the Commonwealth. London: Commonwealth Secretariat, 1974. 292 pp. English.
A joint CEDO Commonwealth Secretariat study on instructional media projects using different communication means--such as educational radio, educational television, audiovisual aids, correspondence schools, and reading materials. Part 1 is based on a questionnaire survey, and gives information on purpose and structure, users, output, staff and training provisions, expenditures, and plans for development of the projects. Reference is made to staff in a position to provide assistance to other countries, as well as to the need for such help. Part 2 presents 19 case studies carried out in the UK, Soloman Islands, Canada, Kenya, Zambia, Hong Kong, Singapore, New Zealand, Australia, the Caribbean, and Jamaica. In the conclusions which may serve as a guide for program design of such projects, valuable indications are given on how failures and errors may be avoided, as well as essential criteria for successful operations. Addresses of institutions providing training in this area are listed. (Abstract.) 00368. INNO/00055 999 1974.

Chu, Godwin C.; Schramm, Wilbur. Learning from Television: What the Research Says. Revised Edition. Stanford, Calif.: Institute for Communication Research; Washington, D.C.: National Association of Educational Broadcasters, 1975. 135 pp. Also available from: National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.
This broad survey of research on instructional television examines a variety of aspects relating to its effectiveness in the classroom. (Annotation.) ED 109 985.

Clarke, Ronald F. "Reinforcing the Message." Educational Television International, Vol. 4, No. 3 (September 1970), pp. 183-186.
Discussed are the results of several experiments in Uganda designed to compare aural learning to reading. (Annotation.)

Colle, R. Informe Preliminar Sobre Escuelas Radiofónicas Populares del Ecuador. Santiago: Secretariado de Comunicación Social (SEDECOS), 1974. Spanish. (Abstract--7.)

Cortes, O. Movimiento de Educación de Base. Sutatenza, 1972. 26 pp. Spanish. (Abstract--14.)

Cusack, Mary Ann. The Systems Analysis Approach to Satellite Education in Brazil. São Jose dos Campos, Brazil: Instituto de Pesquisas Espaciais, February 1973. 51 pp.
The SACI project in Brazil has as a main target the country's primary teachers. One of the SACI Project objectives is to test the efficiency of an educational program using audiovisual media (particularly television, radio, and slow scan) at the primary level. (Annotation.) ED 094 768.

Cutter, Charles H. Nation-Building in Mali: Art, Radio, and Leadership in a Pre-literate Society. Los Angeles: University of California at Los Angeles, Ph.D. Dissertation, 1971.

Direct. "Radio's Role in Instruction--Report and Recommendations of the Instructional Radio Task Force." Paris, March 1974. p. 42, French. (Annotation--6.)

Direct. "Le Vocabulaire de la Radio." Paris, May 1974. p. 6. French.
Review of vocabulary of broadcasting by the International Council of French Language, published by Hachette in 1972. The lexicon is a good means for a non-specialist to penetrate one of the most abstruse of universal linguistics. Contains translations and explanations of "slang" which differ in meaning from use in current French, technical words, words taken from foreign languages, professional abbreviations, etc. (Annotation.)

Direct. "L'Utilisation des Ondes pour Vehiculer les Sons." Paris, October 1974. p. 164. French.
Discussion of acoustical phenomenon in radio transmission of sound by sound waves. Reader is referred to Direct (#5 and #8) for full explanation of transmitting sounds by radio-electric or electromagnetic sound waves. Technical explanations of formation, transmission, and reception of sound by sound waves. (Annotation.)

Direct. "Une Disponsibilité Limitée." Paris, February 1975. p. 25. French. (Annotation--12.)

Dubly, A. Evaluación de las Escuelas Radiofónicas Populares de Riobamba. Quito: Instituto Ecuatoriano de Desarrollo Económico y Social (INEDES), 1973. 70 pp. Spanish. (Abstract--14.)

Ferrer, S. Muestra piloto de las Escuelas Radiofónicas Rurales. Bogotá: Acción Cultural Popular (ACPO), Documento de Trabajo No. 4, 1967. 38 pp. Spanish.
A research report dealing with the influence of ACPO's radio schools in Colombia. A sample of 82 centers was designed; information was gathered on social background and educational resources of each center; inventories were completed in order to assess the instructional improvement of the listeners. At the time of the evaluation, the 9 percent of the rural population listened to ACPO's radio schools; literacy programs showed good results for 24.5 percent of the listeners. Other educational radio programs had an impact on community development. (Abstract.)

Fett, John H. Communicating with Low-Income and Low Education Farmers in a Developing Country. Madison: Wisconsin University, Department of Agricultural Journalism, January 1971. Paper presented at NCR-44 Regional Meeting on Mass Communication Research, University of Illinois, Urbana, Illinois. 31 pp. (Annotation--8.)

Fundação Movimento Brasileiro de Alfabetização (MOBRAL). Gerencia Pedagogica. Projeto de Trainamento de Alfabetizadores pelo Radio. Rio de Janeiro, 1974. 74 pp. Portugal. (Abstract--10.)

Fundação Padre Anchieta; Editora Abril; Instituto de Pesquisas Espaciais. Maturera Ginasial--Avaliagao de Resultados. Sao Paulo, 1971.
Evaluation of the results of a radio course for adults broadcast in Sao Paulo. (Annotation.)

Gómez Posada, Lucila. Influencia Previa de los Elementos de Acción de Acción Cultural Popular Sobre los Jóvenes Campesinos que Asisten a la Primera Promoción de los Institutos en 1968. Bogotá: ACPO, February 1968. (Abstract--8.)

Gómez Posada, Lucila, and others. La Audiencia Campesina de "Radio Sutatenza." ACPO. (Abstract--8.)

Gómez, L.; Gutiérrez, A. Encuesta Sobre Radiodifusión entre los Campesinos. Bogotá, 1970. 84 pp. Spanish. (Abstract--8.)

Grise, Philip J., Jr., and others. Educational Radio: A Review of the Literature. Tallahassee, Florida: Florida State University. Center for Educational Technology, 1974. 51 pp. ED 095 904.

Gueulette, David G. "The Mass Media in Adult Education in Developing Countries: A Literature Review." Mass Media/Adult Education, 34 (August-November 1971), pp. 1-9.

Hall, Budd L. "The 'Man Is Health' Mass Study Campaign." Literacy Discussion, Vol. 6, No. 1 (Spring 1975), pp. 95-108.
Based on the evaluation of the Tanzanian education campaign called "Man Is Health," this article reviews the genesis of the campaign, objectives and organization, training system, examples of the groups at work, preliminary findings, and other significant aspects of the total effort. (Annotation.)

Head, Sydney. Broadcasting in Africa: A Continental Survey of Radio and Television. Philadelphia: Temple University Press, 1974. 453 pp. (Annotation--4.)

Head, Sydney; Gordon, Thomas. World Broadcasting: A Statistical Analysis. Report No. 6. Philadelphia: Temple University, School of Communications and Theater, April 1975.

Himmel, E. and Bohm, M.T. Proyecto de Evaluacion de la Radiovision Educativa. Santiago: Universidad de Chile, Instituto de Investigaciones Estadisticas, 1975. 17 pp. Spanish.
This is a project for the evaluation of the educational radio programs with instructional materials carried out in Valparaiso, Chile, by the Ministry of Education and the University of Chile. The hypotheses of the research are related to effective increases in pupils' learning, the replicability of the model, and the consideration of individual differences. The research design includes three experimental groups and one control group in order to assess the results of the instructional model. (Abstract.)

Instituto de Cultura Popular (INCUPO). Estudio de Audiencias: Provincias de Santa Fé y Corrientes. Reconquista: INCUPO, 1973. Spanish. (Abstract--8.)

Instituto de Radio Difusão Educativa de Bahia (IRDEB). Difusão Cultural. Salvador, 1975. 5 pp. Portugal. (Abstract--11.)

Instituto de Radio Difusão Educativa de Bahia (IRDEB). Salvador, 1975. 13 pp. Portugal.
A document providing information on a system of program evaluation designed by IRDEB in Brazil to assess the result of educational radio programs prepared to be implemented in 1975. The system includes programs on continuing education, human resources development, occupational information, and community education. For each program, evaluation criteria and instruments are included. (Abstract.)

Jain, N.C. An Experimental Investigation of the Effectiveness of Group Listening, Discussion, Decision, Commitment, and Consensus in Indian Radio Forums. East Lansing, Michigan: Michigan State University, Ph.D. dissertation, 1969. Available from: University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-16,149). (Annotation--13.)

Jain, N.C. Some Social-psychological Factors Related to the Effectiveness of Radio Forums. East Lansing, Michigan: Michigan State University, Dept. of Communication, 1968.

Jamison, Dean, and others. The Effectiveness of Alternative Instructional Media: A Survey. Stanford, California: Institute for Communication Research, February 1973. 99 pp. ED 076 058.

Jeffery, P. Research into the Effectiveness of a Radio and Loud-speaker Combination for Schools in Papua, New Guinea. Papua, New Guinea: University of Papua, Teaching Methods and Materials Centre, 1972. 15 pp.

Kreimer, Osvaldo, ed. "Sistemas de Radio Educación: Prioridades de Investigación y de Desarrollo de Metologías," Revista del Centro de Estudios Educativos, México, D.F. Second quarter, 1975.
A resume of the proposals drafted by directors, researchers, and evaluators of radio education drafted systems in Latin America at the Oaxtepec Seminar held from February 17-21, 1975. The recommendations refer to evaluation priorities for radio education systems in the following areas: ties with the national systems of development; social impact and effects of change; institutional analysis; content of the educational messages; the functioning process of radio schools; and audience participation. (Annotation.)

Maddison, John. Radio and Television in Literacy: A Survey of the Use of the Broadcasting Media in Combating Illiteracy among Adults. Paris: UNESCO, Reports and Papers on Mass Communication, No. 62. 1971. 92 pp.
This study is based on data compiled through a questionnaire survey conducted by UNESCO in 1969 covering 40 nations, supplemented by information from other published sources. The study includes a brief country summary of the use of radio and television in adult literacy work, followed by an analysis of the world situation, recommendations for future development, and the questionnaire that was sent out. (Annotation.) AMIC 000 671.

Mauritius. Ministry of Education and Cultural Affairs. Report on Educational Developments 1971-1973. Port Louis: 1973. 5 pp. English. 00256 SIRE/00205 480 1973. (Abstract--2.)

McAnany, E.G. El Papel de la Radio en el Desarrollo: Cinco Estrategias de Utilización. Bogotá: ACPO Documento de Trabajo. No. 27, 1974. 58 pp. Spanish. (Abstract--13.)

Merino Utreras, J. La Investigación Científica de la Communicación en América Latina. Chasqui (Equador), no. 5 (1974), pp. 81-103.

Monteiro, Heloisa. Research in Agricultural Communication in Brazil: Descriptive Report of Selected Studies. MS dissertation, University of Wisconsin, 1972.

Musto, E. Communication Media for Rural Development. The Colombian Model "Radio Sutatenza." Bogotá: Acción Cultural Popular (ACPO), conclusions of some studies on the effectiveness of the radiophonic schools of Acción Cultural Popular, working document No. 20, 1972. pp. 19-59. English. (Abstract--7.)

Musto, Esteban; Bernal A., Hernando. Escuelas Radiofónicas Modernizacion, Innovatidad y Grado de Desarrollo Regional (Síntesis y comentario introducctorio de los sobre Acción Cultural Popular). ACPO, February 1970. (Radio Schools modernization innovation and level of regional development. Synthesis and commentary introduction of those regarding Accion Cultural Popular.)

Niño, Antonio José. Evaluación de la Operación Antioquia de Acción Cultural Popular. ACPO, May, 1986.
This is a report on the evaluation conducted to assess the results of "Operacion Antioquia" carried out by ACPO in Colombia. "Operación Antioquia" focused on integrated rural development. Educational radio was used as a means of nonformal education for the rural population. Conclusions showed that ACPO's radio schools, periodicals, and rural libraries are influential agents for change in the social behavior of the listeners. (Abstract.)

Nordenstreng, K.; Nurminen, A.; Suhonen, P. Methods of Studying the Size and Composition of Radio and Television Audience: A Comparison. Stanford University: Institute for Communication Research, 1969. 22 pp. English. (Author File. RECORD #44.) (Annotation--8.)

"Radio's Predominant Role in Literacy Drives" Literacy Work, Vol. 4, No. 1 (July/September 1974), pp. 1-32.
A UNESCO survey on the use of the broadcasting media in combating adult illiteracy indicates a steady increase in their use. (Annotation.)

Restrepo, M. Evaluación Curso Progresivo, Primera Parte. Bogotá: Acción Cultural Popular (ACPO), Documento de Trabajo No. 21, 1975. 78 pp. Spanish. (Abstract--10.)

Rhoads, William G., and others. Use of Radiophonic Teaching in Fundamental Education. Williamstown, Massachusetts: Williams College, Roper Public Opinion Research Center, May 1963. 194 pp.
A pilot study was conducted in El Salvador and Honduras to test the feasibility of multinational evaluation of the radiophonic school in Latin America. (Annotation.) ED 003 297.

Robson, M.J. "Question Time: A Radio Science Series for African Primary Schools Evaluated." Educational Broadcasting International, Vol. 6, No. 1 (March, 1973), pp. 10-16.
Illustrates a teaching method, used with radio, to elicit greater student response. (Annotation.)

Roy, P.B.; Waisanen, E.; and Rogers, E. The Impact of Communication on Rural Development: An Investigation in Costa Rica and India. Paris: UNESCO, 1969.

Schmelkes, S. Estudio de Evaluación Aproximativa de las Escuelas Radiofónicas de la Tarahumara. México: Revista del Centro de Estudios Educativos, Vol. 2, No. 2, 1972. pp. 11-36. Spanish. (Abstract--14.)

Schramm, Wilbur, and others. New Educational Media in Action--Case Studies. 3 vols. Paris: UNESCO, 1967. (Annotation--2.)

Searle, Barbara. The Nicaragua Radio Mathematics Project. Stanford University, Institute for Mathematical Studies in the Social Sciences. Paper presented at the Educational Testing Service, Princeton, New Jersey, September 10, 1975. 20 pp. (Annotation--12.) ED 112 887

Searle, Barbara W. Site Selection Process: Radio Mathematics Project. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences, February 1974. (Annotation--6.)

Secretaria de Educação e Cultura da Bahia. Instituto de Radio Difusão Educativa da Bahia (IRDEB). Projeto de Difusão do "Curriculo na Escola de 1º Grau." Salvador, 1975. Portuguese (Abstract--12.)

Secretariado de Comunicación Social (SEDECOS). Problemas de la Educación Radiofónica en América Latina. Santiago: SEDECOS, 1974. 11 pp. Spanish. (Abstract--8.)

Singh, K.N. "What Research says about Communicating with Rural People." Media Asia, Vol. 1, No. 3 (1974), pp. 41-47.

So, Martha Restrepo; de Castillo, Luz M. Evaluación Curso Progresivo, Segunda Parte. ACPO, June 1973. (Progressive Evaluation Course, Second Part.)

Soifer, Jack. 50 Años de Teleducação no Brasil. Associação Brasileira de Teleducação, Garanhuna, 1973 (mimeo).
An analysis of the reasons of success and failures of educational broadcasting projects in the period 1922-1972 ("some success during 20 years," "pioneers," "the legislation," "success of SENAC and MEB," "SIRENA and other projects," "the reasons for success," "10 years of hope," "the new laws," "some case studies," "main reasons for success and failures," and "the present situation: case studies"). (Annotation.)

Soifer, Jack. Manual de Teleducação. SUDAM, Manaus, 1974. (Annotation--10.)

Soifer, Jack. Teleducación y Cambio Social. Lima: Instituto de Solidaridad Internacional, 1975 (in press).
A list of the problems arising when one wants to make a summative evaluation of educational broadcasting for development. (Annotation.)

Somalia Ministry of Information. The Development of Broadcasting in Somalia (compiled by Suleiman Mohammed Adam). Mogadishu: Government Printing Press, 1968. (Annotation--2.)

Sotelo, Sylvia Schmelkes de. The Radio Schools of the Tarahumara Mexico: An Evaluation. Stanford: Stanford University, Institute for Communication Research, March 1973. 70 pp. (Annotation--14.)

Spain, P.L. A Report on the System of Radioprimaria in the State of San Luis Potosí, México. Washington, D.C.: Information Center on Instructional Technology, 1973. 127 pp. English.

A first program evaluation of Radioprimaria, an educational radio project begun in 1970 and designed to increase primary education in rural areas around San Luis Potosi, Mexico. This paper is based on work done during 6 months in 1972. All aspects of the project are presented: background, operations information, observational studies, interviews with rural people and employers, teacher attitudes, achievement tests, and program costs. Radioprimaria was seen to have potential, but is hampered by lack of organization, resources, and supervision. A negative attitude toward rural life and rural education tended to cancel out any benefits from the system. Teachers and students alike saw education as a means of moving to urban areas where little opportunity existed for employment. (Abstract.) 00557 INNO/00206 840 1972.

Spain, Peter L. A Study of the System of Radioprimaria in the State of San Potosí, México. Stanford: Stanford University, Institute for Communication Research, March 1973. 130 pp. (Annotation--12.) ED 077 187.

Spain, Peter L. A Survey of Radio Listenership in the Davao Provinces of Mindanao, the Philippines. Unpublished report. Stanford: Institute for Communication Research, September 1971. 51 pp. ED 105 858. (Annotation--8.)

Tattenbach, F. Análisis de los Intereses del Auditorio de un Programa de Educación Radiofónica. (El caso de la "Escuela para Todos" de Costa Rica.) México: Revista del Centro de Estudios Educativos, Vol. 4, No. 4, 1974. pp. 67-94. Spanish. (Abstract--8.)

Theroux, J. "A New Context for Radio Broadcaster Training." Educational Broadcasting International, December, 1976. (Annotation--10.)

Theroux, J. "Quality in Instructional Radio." Public Telecommunications Review, December 1976. (Annotation--10.)

Theroux, James M. "The Quiz Show: A New Tool for Education." Educational Technology, Vol. XV, No. 1 (January 1975.) (Annotation--11.)

Unesco. Mass Media in the Developing Countries: A Unesco Report to the United Nations. Reports and Papers on Mass Communication, Number 33. Paris: Unesco, 1961. Also available from: Mass Communication Clearing House, Unesco, Place de Fontenoy, Paris-7e, France; and Unesco Publications Center, P.O. Box 433, 317 E. 34th Street, New York, N.Y. 10016. 47 pp. ED 031 079.

Vega, F.; Keeler, H. Evaluation of the Radio Schools Program for Basic Literacy in Tabacundo, Province of Pichancha, Ecuador. Quito: Centro de Motivacion y Asesoria (CEMA), December 1971.

Verón, Eliseo. "Idología y Comunicación de Masas; la Violencia Política." In Lenguaje y Communicacion Social by Eliseo Verón, and others. Buenos Aires: Nueva Visión, 1969. pp. 133-191.

Yousit, A.M. "Requirements for Radio and Television Broadcasting in the Context of an Arab Space Communication Network." ASBU Review, No. 3, 1974.

This study presents the possibilities of a telecommunications (satellite) system for use by the Arab countries. This preliminary study covers the following points: (1) examination of the socio-economic situation of the people and their needs; (2) possibilities for broadcasting programs through a regional network; (3) possible beginnings of permanent radio and television stations; and (4) examination of different modes of programming. (Annotation.)

4. TYPE OF DOCUMENT: BIBLIOGRAPHY

AMIC. List of Theses: Studies on Mass Communication in Asia 1971. Singapore: Asian Mass Communication Research and Information Centre, 1973. Annual.
A compilation of 78 thesis titles on mass communication in Asia that were submitted to colleges and universities in Asia and the United States in in 1971. This classified list contains most of the entries, an author and title index, and a list of institutions polled. It is the first of a series of lists of theses scheduled to be published by AMIC annually. (Annotation.) AMIC 000 611.

AMIC. Index of Periodicals. No. 1, 1972. Singapore: Asian Mass Communication Research and Information Centre, 1972. Semiannual.
A supplement to AMIC's documentation list, it indexes periodicals received regularly by the AMIC documentation unit and selectively lists articles concerning Mass Communications in Asia. The first issue of this index covers articles published in 1971. Requests for items indexed on this list can be met on an exchange basis or at cost. (Annotation.) AMIC 002 850 d.

AMIC. Broadcasting in Asia: An Annotated Bibliography.
Singapore: Asian Mass Communication Research and Information Centre, 1974. 92pp.
The second in a very useful series of bibliographies. This one was prepared for the joint AMIC/Asian Broadcasting Union seminar on "Broadcasting in the National Interest," held in Singapore in November, 1974. (Annotation.)

AMIC. Communication and Change in Rural Asia: A Select Bibliography.
Singapore: Asian Mass Communication Research and Information Centre, 1973. 50pp.
Compiled as a background paper to AMIC's Regional Conference on Communication and Change in Rural Asia (Bangalore, August 1973), this annotated bibliography is based on the materials, published and unpublished, available in AMIC's collection. The entries are classified under nine broad subject headings, and cover all aspects of communication in rural development and change. (Annotation.) AMIC 003 173.

Chu, Godwin. Selected Bibliography on Cross-Cultural Communication. Stanford University: Institute for Communication Research. 14pp. English. (Autho. File. RECORD #181.)
The paper emphasizes academic, family planning, community development, literacy, agricultural practice, health, political awareness, nonagricultural work skills, and religion activity for people in rural and urban settings. Using radio, television, film, print, correspondence, satellite, and local videotape, it reaches elementary, secondary, university, adult, and children level audiences who are in school, out of school, in an organized group, not in an organized group, with a teacher/monitor. It is particularly relevant to Asia and Africa. (Annotation.)

Hachten, William A. Mass Communication in Africa: An Annotated Bibliography.
Madison, Wisconsin: Center for International Communications Studies, University of Wisconsin, 1972.
Useful listings, though not restricted just to items about education. Many references to the press in the African nations. (Annotation.)

Head, Sydney. Broadcasting in Africa: A Continental Survey of Radio and Television. Philadelphia: Temple University Press, 1974. 453pp.
This is a book with rich information about radio and television's development in each African country. There are also a number of substantive chapters on international broadcasting, foreign aid in African media, teaching problems, educational uses of media and research, among others. Also includes a lengthy bibliography at the end of the book. (Annotation.)

Mead, Sydney; Beck, Lois. The Bibliography of African Broadcasting: An Annotated Guide. Philadelphia: Temple University, School of Communications and Theater, 1974.

Lent, John A. Asian Mass Communication: A Comprehensive Bibliography. Philadelphia, Pennsylvania: Temple University, School of Communications and Theater, 1975. 708pp.
The most complete list of sources on Asian Mass Communications: over 15,000 items. Numerous citations on mass media and development, radio, and educational broadcasting. (Annotation.)

Lent, John A. Philippine Mass Communications Bibliography. Dumaguete City: Dilliman University Press, 1966. 110pp.

Madden, R. "Educational Radio Bibliography," Educational Broadcasting Review, Vol. 2, No. 5 (October 1968). pp. 66 - 79.
Broadly based bibliography, without annotations. A topical index lists forty-nine entries on educational radio in foreign countries. (Annotation.)

Nordicom. Bibliography of Works on Mass Communications Published by Scandanavian Scholars in English. Tampere: Nordicom. March 1975. Available from: NORDICOM, the Nordic Documentation Center for Mass Communication Research, P. O. Box 607, University of Tampere, SF-33101, Tampere 10, Finland.
Includes data on research and researchers from all the Scandanavian countries. (Annotation.)

Sparks, Kenneth R. A Bibliography of Doctoral Dissertations in Television and Radio. Syracuse, New York: Newhouse Communications Center, School of Journalism, Syracuse University. 119pp.
This compilation contain 900 dissertation titles completed at American universities and grouped into 12 categories. One section is devoted to international broadcasting. (Annotation.) AMIC 001 326.

UNESCO. Working Group on Information Exchange of Technical and Economic Studies Related to Educational Technology, Paris, 1974.
Summaries of Studies Submitted to the Working Group; 1st series. Paris 1974. 78pp. English/French.
Bibliography analyzing 53 reports on educational technology with special reference to its technical characteristics and cost effectiveness drawing from experiences both in developed and developing countries. The reports mainly from UNESCO, France, Germany FR, UK, Canada and USA deal with theoretical approaches to media technology, decisionmaking regarding use of educational television, educational radio, communications satellites, programmed instruction, multimedia systems and supporting services. For each report the list of the provided information, the essential arguments and the conclusions reached are reproduced. (Abstract.) 00395 INMO/00081 999 1974.

Van Bol, Jean-Marie; Fakhfakh, Abdelfattah. The Use of Mass Media in the Developing Countries. Brussels: International Centre for African Social and Economic Documentation, 1971. 751pp. French, English.
A compilation of over 2500 entries of published works and periodical articles written in French, English, Dutch, German, Italian, Spanish, and Portuguese, on the use of mass media in developing countries in Africa, Asia, and other regions. The bibliography is laid out according to an analytical plan arranged under the broad subject headings of general theory, press, radio, cinema, television and miscellaneous. Contains annotations in both French and English. (Annotation.) AMIC 003 123.

5. TYPE OF DOCUMENT: DISCUSSION

Asociación Latinoamericana de Educación Radiofónica (ALER). Qué es ALER. Buenos Aires, 1973. 13 pp. Spanish. (Abstract—14.)

Aziz, Sartaj. "The Chinese Approach to Rural Development." Ideas Action Bulletin, 98 (1974). pp. 16-23.

Bernal, H. "Análisis Estructural de las Escuelas Radiofónicas." Buenos Aires: Boletín de la educación radiofónica latinoamericana, Año 1, n.2. pp. 25-40. Spanish. (Abstract—10.)

Bernal A., Hernando. Ideas Sobre el Tema "Comunicación Social y Desarrollo." ACPO, October 1972. (Ideas on the Theme "Social Communication and Development.")

Bhola, H.S. Mass Media in Adult Education: Methodological Aspects of Media Research. Paper presented at the UNESCO/LIRSMA International Seminar on Mass Communication Media in Out-of-School Education and in Cultural Development, Lucca, Italy, June 24-29, 1973. 28 pp.
Those involved in mass media and adult education in the Third World, including researchers in education, communication, and instructional technology, operators of mass media programs, and national policy makers, should regard themselves as change agents. (Annotation.) ED 079 942.

Borges, A. Aspectos Metodológicos del Uso de la Radio en Educación de Adultos. Santiago: Secretariado de Comunicación Social. 1970. 34 pp. Spanish.
Background paper for the Latin American meeting on educational planning in depressed economic areas, held in Santiago, Chile in 1970. Adult education has to be focused on individual development, meeting the individual needs for creation and social action. In a context of lifelong education, educational radio programs should be designed in such a way as to ensure wide and easy access to education as well as a change in social attitudes of adult students. To reach these goals, written and visual materials must be considered. (Abstract.)

Brembeck, Cole; Thompson, Timothy. New Strategies for Educational Development: The Cross-Cultural Search for Nonformal Alternatives. New York: D.C. Heath and Co., 1973.

Browne, D. "Radio in Africa: Problems and Prospects." NAEB Journal, November-December 1963, pp. 32-35.
General articule on the outlook for African radio at that time. (Annotation.)

Brumberg, S. Educación no Formal para el Desarrollo Rural. Bogotá: Acción Cultural Popular, Departamento de Sociología. Documento de Trabajo, no. 17, 1972. 16 pp. (Nonformal Education for Rural Development.)

Coombs, Philip. Nonformal Education for Rural Development: Strengthening Learning Opportunities for Children and Youth. Essex, Connecticut: International Council for Educational Development, January 1973.

Council on Higher Education in the American Republics. Communications Technology and the Crisis in Education. A Report on the Baha Workshop. New York: Council on Higher Education in the American Republics, 1971. (Available from EDRS in microfiche only.) 54 pp. Also available from: Council on Higher Education in the American Republics, Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017.
A summary of the workshop convened in May 1971 in Salvador, Bahia, Brazil by the Council on Higher Education in the American Republics to assess current applications of communications technology for the improvement of educational systems in Latin America. (Annotation.)

Cowlan, Bert. "Educational Satellites over Africa: An Unlikely Scenario." Educational Broadcasting International, Vol. 7, No. 3 (September 1974).

The possible effects of using a system of telecommunications via satellite for Africa. The report is directed to concerns of researchers, politicians, economists, planners, educators, and technicians. (Annotation.)

Davis, G. "The Challenge of Educational Technology in Underdeveloped Countries." Audiovisual Instruction, Vol. 15, No. 3 (March 1970), pp. 64-67.

Dieuzeide, Henri. "La radio-television au Service de l'education en Europe Occidentale. Quelques Remarques sur son Etat Present et ses Perspectives." Revue U.E.R. Programmes, administration, droit. Vol. XXV, No. 2 (March 1974).
An article describing the contribution of communication technology in European education. Includes an analysis of current radio-TV applications in education, short-term projections, and long-term scenarios of differing political and economic theories. (Annotation.)

Dieuzeide, Henri. Notes for a Rational Theory on the Use of Radio and T.V. for Educational Purposes. Stanford University: Institute for Communication Research. 7 pp. English. (Author File. RECORD #188.)
The paper emphasizes academic activity(s) for people in rural and urban settings. Using radio and television, it reaches elementary, secondary, university, adult, and children level audiences who are in school, out of school, in an organized group, not in an organized group, with a teacher/monitor. It is particularly relevant to Asia. (Annotation.)

Direct. "Un Moyen de Communication Universal." Paris, 1974. p. 158. French.
Comments on the universality of radio, describes the effect of television on radio listening, and proposes radio as an excellent means of communication and education because of the lack of printed matter, literacy, and electricity in some parts of the world. (Annotation.)

Direct. "Le Developpement Rural: la Part des Media." Paris, June 1974. p. 65. French.
The modern techniques in communications can be a great help to rural development: First, because radio and TV can bring together a dispersed audience; and second, because teaching can be directed to adults who are engaged in agriculture.. The programs do not use principles of formal education, but rather emphasize learning by doing. Third, because communications between authorities and the rural people are often difficult, radio can permit such communication, as well as communication among the people themselves. (Annotation.)

Direct. "Les Principes de L'Education à Distance." Paris, January 1975. p. 9. French. (Annotation.)

Dodds, Tony. Multimedia Approach to Rural Education. London: International Extension College, 1972.

Elgabri, Ali Z. "Developing Countries: Progress Through Broadcasting." Educational Television International, Vol. 4, No. 4 (April 1971), pp. 19-20.
Explains how the media can best be utilized in aiding the growth of a developing country. (Annotation.)

Hornik, Robert; Mayo, John K.; McAnany, Emile. The Mass Media in Rural Education. Stanford University: Institute for Communication Research. 22 pp. English. (Author File. RECORD #201.)
The paper emphasizes academic, family planning, community development, literacy, agricultural practice, health, political awareness, nonagricultural work skills activity for people in rural and urban settings. Using radio, television, film, and print, it reaches elementary, secondary, university, adult, and children level audiences who are in school, out of school, in an organized group, not in an organized group, with a teacher/monitor. (Annotation.)

Ingle, Henry T. Communication Media and Technology: A Look at their Role in Nonformal Education Programs. Washington, D.C.: The Academy for Educational Development, 1974. 70 pp.

The author sketches the state of the art, citing many projects and pointing out the scarcity of hard evaluation data. He provides a wide range in his citations, making this a very usable booklet. (Annotation.) ED 099 002.

King, Peter M. "Report on the First Commonwealth Sub-Regional Broadcasting Conference for Central and Southern Africa." Educational Broadcasting International, Vol. 5, No. 4 (December 1971), pp. 289-290.

Lowry, Dennis. "Radio, TV, and Literacy in Mexico." Journal of Broadcasting, Vol. XIV, No. 2 (Spring 1970), p. 239ff.
Description of Mexico's alphabetizacion project, with some results indicating gains made. (Annotation.)

McAnany, Emile G. El Papel de la Radio en el Desarrollo: Cinco Estrategias de Utilización. ACPO, November 1974. (The Role of Radio in Development: Five Strategies for Use.)

McAnany, Emile G. Radio's Role in Development: Five Strategies of Use. Washington, D.C.: Information Center on Instructional Technology, Information Bulletin No. 4, 1973. 33 pp.
Focuses on radio in the rural setting of developing countries where it seems to have the greatest potential for aiding human growth and development. The review arranges projects into five types of uses for radio: Open broadcasting, instructional radio, radio farm forums, radio schools, and animation. (Annotation.) ED 086 155.

Meyer, R. "Educational Broadcasting in Thailand: A Microcosm of Asia." Educational Broadcasting Review, 5 (February 1971), pp. 30-34.
Survey of the Asian scene using Thailand as the main focus. A general article, calling for more external aid for Asian educational broadcasting. (Annotation.)

Meyer, Richard J. "South Asian Broadcast Instruction." Some Recent Observations. Educational Television, Vol. 2, No. 12 (December 1970), pp. 7-9.

Oficina de Servicios para América Latina (OSAL). Creación de la "Asociación Latinoamericana de Educación Radiofónica Aler." II Seminario de directores de escuelas radiofónicas de América Latina. Segunda Parte: discusión de la conveniencia de una asociación de escuelas radiofónicas de América Latina. Sutatenza, Colombia, 1972. 23 pp. Spanish. (Abstract.)

Pritchard, Mervyn. "The Future of Educational Mass Media in Ethiopia." Educational Broadcasting International, Vol. 6, No. 2 (June 1973), pp. 98-101.

Riitho, V. "Radio in Family Planning in Africa." Educational Broadcasting International, Vol. 4, No. 4 (December 1971), pp. 243-245.
Sees radio to be useful for distribution of family planning information, but has no data on the actual effects of radio for this purpose in Kenya. (Annotation.)

Robson, J.S. "Radio in Education." Programmed Learning and Educational Technology, Vol. 11, No. 5 (September 1974).
Based on the example of the BBC, this article presents the role of radio broadcasting as an integral part of the educational system. The "system" includes all schools, adult education centers, and teacher education. The last part of the study points out problems to be resolved to allow full use of educational radio. (Annotation.)

Roquette Pinto, Edgar. Seixos Rolados. Rio de Janeiro, 1927.
An early vision of the potentialities of the utilization of educational radio in Brazil. A plea for action. (Annotation.)

Salgado, Alvaro. A Radiodifusão Educativa no Brasil. Rio de Janeiro, 1946.
A plea for the utilization of radio as a factor of development. (Annotation.)

Schramm, Wilbur. "Communication in Family Planning." Reports on Population/ Family Planning, 7 (1971). pp. 1-43.

Schramm, Wilbur. Mass Media and National Development. Stanford, California: Stanford University Press, 1964.
Schramm's key book, containing the seminal ideas for the following decade in the field of international communication research. (Annotation.)

Schumacher, E.F. Small Is Beautiful, Economics As If People Mattered. New York: Harper & Row, 1973.
An argument for intermediate technologies, particularly in developing areas, showing the futility of purely economic criteria. A different, but common sense, point of view that puts many development theories into a new light. Communication technologies, some of the largest scale innovations, are challenged. (Annotation.)

Theroux, J. Instructional Radio Reconsidered: An International Perspective. Presentation Given at the Annual Convention of the National Association of Educational Broadcasters, November 17, 1975. Published in ERIC as ED 119 722.
A survey of instructional radio around the world, with more detailed description of a new radio curriculum development project in Nicaragua. Includes speculation on the future of radio for education. (Annotation.)

UNESCO. "Radio and Television in Literacy: A Survey of the Use of the Broadcasting Media in Combating Illiteracy Among Adults." Reports and Papers on Mass Communication, No. 62. Paris, 1971.

6. ISSUES: POLICY AND PLANNING

Academy for Educational Development. Educational Technology and the Developing Countries: A Handbook. Washington, D. C, 1972. 180pp.
Presents ideas about educational development, technology, changes and the improvement of learning. Includes case studies of educational technology in action, discussing the use of television in El Salvador, Samoa, Singapore, Mexico, and Colombia. (Annotation.) AMIC 002 277.

Ahmed, Manzoor; Coombs, Philip, eds. Education for Rural Development: Case Studies for Planners. New York: Praeger, 1975.
Contains studies of media projects, including Brumberg's chapter on ACPO. (Annotation.)

Alcalay, Rina. "El Medio Radial; su Especificidad y un Diagnóstico de su Quehacer en Chile." Revista EAC Artes de la Communicación (Chile), No. 3 (1973), pp. 30-55.
This study describes some of the main characteristics of radio and its specific role vis-a-vis other media. It also analyzes the results of a national survey of the owners and directors of radio stations throughout Chile. The survey dealt mainly with problems of audience, financing, programming, and legislation concerning radio in Chile at the time (1971). (Annotation.)

Allebeck, S.; Errahmani, A.; and Culdah, B. Radio-television Educative en Tunisie, Paris: UNESCO, January 1971.
This is a planning document that outlines some possibilities for Tunisia's use of radio and television for formal and nonformal educational purposes. (Annotation.)

Amaya, Susana. Communication and Policy-Making in Colombian Rural Development: A Survey and Experiment. Ph. D. Dissertation, University of Wisconsin, 1972.

Armsey, J. W.; Dabl, N. C. An Inquiry into the Use of Instructional Technology: A Ford Foundation Report. New York: Ford Foundation, 1973. 113pp. English.
This study of current and future uses of educational technology primarily educational television both in developed countries and in developing countries examines the different interpretations, the techniques devices and some of the success factors. The study commissioned by the Ford Foundation in order to review the experience gained from 3 decades of support in this field, reveals that instructional television is often used too quickly, comprehensively, or inappropriatedly. Common obstacles are the lack of priorities and coordination, teacher resistance and absence of media research and evaluation. The various components of this technology such as instructional films, audio tapes, educational radio, programmed instruction, computer assisted instruction and reading materials are critically reviewed. An account of major programs of multilateral aid from UN agencies and bilateral aid from the USA and the UK is given as well as original information on educational television in the USSR and Israel. (Abstract.) 00388 INNO/00075 840 1972.

Awasthy, G. Broadcasting in India. Bombay: Allied Publishers, 1965. 268pp. AMIC 001 752. (Annotation -- 2.)

Bahia Horta, J. Silverio. Historico de Radio Educativo no Brasil (1972 - 70). In cadernos da Puc, Nr. 10172, Universidad Catolica, Rio de Jamiero. (Annotation -- 2.)

Ball, John C. H. "School Radio: The Future, Part 3: In the Classroom and Aspects of Training." Educational Broadcasting International, Vol. 7, No. 3

(September 1974), pp. 137-141.
It is time now that school broadcasters rethought their role in the educational system, particularly with reference to print and the tape recorder. This rethinking must be based on an overall comprehensive plan of research. We can no longer afford to waste time, money and manpower on guessing and hoping. We must know the necessary program conditions, in terms of content, format, amount of actuality, level of difficulty and rate of presentation. (Annotation.)

Beltrán, Luis. Communication and Modernization: The Case of Latin America. Eleventh World Conference of the Society of International Development, New Delhi, 1969.

Beltrán, Luis. The Determinants of Change in Society: Communication, A crucial Non-Economic Factor in National Development. Lansing, Michigan: Lansing Community College, 1969. (Mimeo).

Berlo, David K. Mass Communication and the Development of Nations. East Lansing: Michigan State University, International Communication Institute Monograph, 1968.

Bernal A., Hernando. El Uso Sistematico de los Medios Masivos de Comunicación en Programas de Desarollo. ACPO, February 1968. (the Systematic Use of Mass Communication Media in Development Programs.)

Bernal Alarcon, H. Educación Fundamental Integral y Medios de Comunicación Social, El Uso Sistematico de los Medios de Communicación en Programas de Desarrollo. Bogotá: Acción Cultural Popular, 1971. 103pp. (Basic Integral Education and Means of Social Communication; the Systematic Use of Communication Media in Development Programs.)

Bhatt, B. Krishamoorthy, P.; Marathy, P.; and Bourgeois, M. Radio Broadcasting Services Rural Development. Paris: UNESCO, Reports and Papers on Mass Communications, No. 48, 1965.

Boletín Informativo Centro, Ano II, No. 1. "Federación Guatemalteca de Escuelas Radiofónicas." pp. 3-5.
A summary of two seminars sponsored by FGER on evaluation and planning. Describes the roles of radio teachers and radio monitors. (Annotation.)

Carpenter, C. R. "International Broadcasting: A Preface to Development." Public Telecommunications Review, Vol. 2 (April 1974). (Annotation -- 3.)

Council on Higher Education in the American Republics. Communications Technology and the Crisis in Education. A Report on the Baha Workshop. New York: Council on Higher Education in the American Republics, 1971. (Available from EDRS in microfiche only.) 54pp. Also available from: Council on Higher Education in the American Republics, Institute of International Education, 809 United Nations Plaza, New York, N. Y. 10017. (Annotation -- 5.)

Cowlan, Bert. "Educational Satellites over Africa: An Unlikely Scenario." Educational Broadcasting International, Vol. 7, No. 3 (September 1974). (Annotation -- 5.)

Cusack, Mary Ann. "New Media in Africa: Trends and Strategies." Educational Broadcasting Review, Vol. 4, No. 5 (October 1970), pp. 23-30.

Direct. "Radio's Role in Instruction -- Report and Recommendations of the Instructional Radio Task Force" Paris March 1974. p. 42. French.
Following a study undertaken in 1972 of the uses of educational radio in the United States, the task force recommended that radio be considered as a means of specific education. Suggests a planned national standard be applied to the production, acquisition, reproduction, and broadcasting of educational radio

programs. Considers a study based on use of radio in the United States and great Britain in the framework of the Open University. (Annotation.)

Direct. "Telecommunications Services for Rural Educational Development." Paris, March 1975. p.420. French.
The Satellite ATS-6 is being used in the Rocky Mountain region to meed specific educational needs in the rural zones of the United States. This report points out the obstacles to having an effective rural educational system, and it describes the telecommunication systems that exist and are being used in education in the United States. Included in the report is an inventory describing the educational uses of existing telecommunications systems (including radio, television, cable, video, etc.). (Annotation.)

Emery, Walter B. National International Systems of Broadcasting: Their History, Operation, and Control. East Lansing: Michigan State University (MSU) Press, 1969.

Ethiopia; Ministry of Education and Fine Arts. Report on the Organization of Education in Ethiopia in 1971-72 and 1972-73. Addis Ababa, 1973. pp. 11-12. English.
Official report from Ethiopia for 1973 ICE on educational organization and current educational policies. The organization, function and educational administration is described with diagrams one of which shows the structure of the Ministry of Education. The present school system (6+2+4) will be changed as a result of the Report of the Education Sector Review endorsed by the Government early in 1973. Significant efforts are directed toward the improvement of access to education with priority being given to rural areas. Educational quality is being improved through the use of mass media particularly educational radio and educational television and by the creation of the Academy of Pedagogy in 1972. Detailed statistical tables are given for the years 1968 to 1972. (Abstract.) 00217 SIRE/00182 230 1973.

Gerbner, G.; Gross, I.; and Melody, W., eds. Communication Technology and Social Policy: Understanding the New "Cultural Revolution." New York: John Wiley and Sons, 1973.
Useful volume, containing an interesting section on intercultural communication. Articles by Schiller, Guback, Mattelart, and Smythe, among many others. (Annotation.)

Gutierrez, Alvaro. Ideas Sobre Planeación y Programación. ACPO, February 1971. (Ideas Concerning Planning and Programming.)

Hancock, Allan. "Mass Media and National Development." Educational Broadcasting International, Vol. 7, No. 2 (June 1974).
A new look at the work of W. Schramm, Mass Media and National Development, originally done in 1964. Schramm discusses the prerequisites for developing a functional communications system. His propositions include: Planning the system -- a theoretical model; applying the theories; combining media technology with existing local means of communications; and finally, international exchange and cooperation to develop standards primarily for educational systems. (Annotation.)

Hoare, R. P., and others. "Planning Television and Radio Systems." Visual Education (October 1970), pp. 38-39, 41-43, 45-48.

Hudson, Heather E.; Parker, Edwin B. "Telecommunication Planning for Rural Development." IEFE Communication, September 1975.
In many parts of the world, basic communication capabilities, such as telephone services and radio and television broadcasting do not exist. In these areas, development planners are faced with the decision of ordering development priorities and determining how to achieve them. (Annotation.)

Kirby, Brian. "The first URTNA Conference on Educational Radio and Television, Algiers: 2nd - 9th October 1969." Educational Television International, Vol. 3, No. 4 (December 1969), pp. 252-253. (Annotation -- 10.)

Lent, John A. "Philippine Media and Nation-Building: An Overview," Gazette, Vol. XVI, No. 1 (1970), pp. 2-12.

MacKay, Ian K. "Broadcasting in Papua New Guinea." EBU Newsletter, 102 (March 1974), pp. 5-7.
Outlines the policy, legislation, and programming plans of the newly-established National Broadcasting Commission in Papua New Guinea. (Annotation.)

MacKay, Ian K. "Dual Broadcasting in Papua New Guinea." Combroad, 20 (July - September 1973), pp. 27-31.
Gives an outline of the problems encountered in setting up the broadcasting service in Papua New Guinea, as well as an account of the development of the two broadcasting services, the New Guinea service of the Australian Commission and the Government Broadcasting Service. (Annotation.)

Movimento Brasileiro de Alfabetizacão. Le Systeme Mobral. Rio de Janeiro, 1973/ 40pp. French. 00448 INNO/00106 076 1973. (Abstract -- 12.)

Mujahid, Sharif Al. "Mass Media in Pakistan (1947-1971)," In Conference on Communication Research Needs: Urbanization and Communication, Honolulu, 1973. Honolulu: East-West Center, 1973. AMIC 003 935. (Annotation--2.)

Nishimoto, Mitoji. Modernization of Education and Educational Broadcasting. Tokyo: NHK Publications Association, 1966. 324pp. Japanese. AMIC 002 023. (Annotation -- 10.)

Orlik, Peter B. "South African Radio." Educational Broadcasting Review, Vol. 3, No. 4 (August 1969). pp. 36-44.
Descriptive of South African programming, always in the light of South African politics. (Annotation.)

Pickstock, Michael. "Radiodiffusion Rurale -- Puissance de l'éducation." Forum Development, No. 11, June 1974.
Can education counterbalance the disastrous effect of a too rapid demographic growth? Can the use of mass media, especially radio, solve the problems in education? These questions are discussed in this article, which deals with rural broadcasting in particular. Cites reasons for the rejection and underestimation of radio broadcasting by governments. Effectiveness depends on the quality as well as the planning and definition of objectives. (Annotation.)

Radio Santa María. Visión Dinámica del Sistema. La Vega, 1975. 14pp. Spanish.
A description of the system of Escuelas Radiofonicas Santa María in the Dominican Republic. The first part deals with roles and relationships in administrative organization and with program planning and program design of radio emissions, instructional materials, and curriculum guides. The second part gives information on enrollment processes, learning activities, evaluation criteria and evaluation methods developed by Radio Santa María. (Abstract.)

Ral, L. Deosa. Mass Communication. Its Progress and Plan in Nepal. Kathmandu, 1971. 8pp.
Stresses the need for setting up a communication ministry in Nepal for better utilization of the media in national development. The proposed ministry should encompass all aspects of mass media including telecommunications, postal services, as well as other semigovernmental corporations. (Annotation.)
AMIC 001 651.

Robson, J. S. "Radio in Education." Programmed Learning and Educational Technology, Vol. 11, No. 5 (September 1974). (Annotation -- 5.)

Roebuck, Martyn. "Educational Technology in West Africa. The Importance of Environment." Educational Technology, Vol. 9, No. 11 (November 1969), pp. 61-63.

Roquette Pinto, Edgar. Seixos Eolados. Rio de Janeiro, 1927. (Annotation -- 5.)

Schramm, Wilbur. Big Media, Little Media. Stanford, California: Stanford University, Institute for Communication Research, March 1973. 352pp. ED 077 186. (Annotation -- 9.)

Schramm, Wilbur, and others. The New Media--Memo to Educational Planners. Paris: UNESCO, International Institute for Educational Planning, 1967. Available from: UNESCO, Place de Fontenoy, 75 Paris - 7e, France.
This study reviews the educational uses, effectiveness and costs of the new media (radio, television, programmed learning, correspondence study, and films and audiovisual aids) and makes suggestions toward their effective use in education. (Annotation.)

Schramm, Wilbur; Nelson, Lyle. Communication Satellites for Education and Development -- The Case of India. Volume Two. Stanford, California: Institute for Communication Research, August 1968. 274pp.
Discusses the problems and potential of the use of a communication satellite to deliver vocational, technical, and agricultural information, as well as literacy training and family planning information via television. Includes data about Indian demography, education and information systems, and plans for television. ED 032 766. (Annotation.)

Schumacher, E. F. Small Is Beautiful, Economics As If People Mattered. New York: Harper and Row, 1973. (Annotation -- 5.)

Searle, Barbara W. Site Selection Process: Radio Mathematics Project. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences, February 1974.
Recounts visits to twelve countries by a team of researchers. They were looking for a site "to conduct research in the teaching of primary school mathematics by radio in a developing country." This report "describes the criteria for country selection, assesses the relative importance of the criteria in making a final site selection, compares the characteristics of the countries visited--as observed by the site selection team -- and makes recommendations." (Annotation.)

Soifer, Jack. Manual de Teleducação. SUDAM, Manaus, 1974. (Annotation -- 10.)

Sotelo, Sylvia Schmelkes de. The Radio Schools of the Tarahumara, Mexico: An Evaluation. Stanford: Stanford University, Institute for Communication Research, March 1973. 70pp. (Annotation -- 14.)

Spain, P. L. A Report on the System of Radioprimaria in the State of San Luis Potosi, Mexico. Washington, D.C. : Information Center on Instructional Technology, 1973. 127pp. English. 00557 INNO-00206 840 1972. (Abstract -- 3.)

The Use of Mass Media in the Education of Adults: Conference (Lusaka, Zambia, January 3-8, 1965), 131pp. ED 024 881. (Annotation -- 8.)

Waniewicz, Ignacy. Broadcasting for Adult Education: A Guidebook to Worldwide Experience. Paris: UNESCO, 1972. 132pp.
Purports to provide practical advice and guidance on the use of radio and television broadcasting in adult education. It is addressed to educational planners and administrators; educators responsible for curriculum development and teaching methodology and field-work organizers, as well as broadcasting administrators and producers. It will be of great interest to the readers of those countries where use of radio and TV in adult education is still in its infancy. (Annotation.)

Wijetunga, W. M. R. "Adult Education in Sri Lanka (Ceylon) -- Some Recent Trends." Australian Journal of Adult Education, Vol. 13, No. 3 (November 1973), pp. 127-130.
Adoption of Sinhala and Tamil as the media of instruction in the Schools, Radio, and the participation of nongovernmental agencies in adult

education campaigns have all played a part in developing a new rural elite and given rise to a need for vocational training and continuing education in urban areas. (Annotation.)

Wilson, Michael. "Starting Educational Broadcasting in Afghanistan." Educational Television International, Vol. 4, No. 4 (December 1970), pp. 274-81.

7. ISSUES: INNOVATION

Academy for Educational Development. Educational Technology and the Developing Countries: A Handbook. Washington, D. C. 1972. 180pp. AMIC 002 277. (Annotation -- 6.)

Bernal Alarcon, H. Effectiveness of Radio School of "Acción Cultural Popular" of Colombia Promoting the Adoption of Innovation. Unpublished MS thesis, University of Wisconsin, 1967.

The Report showing the conclusions of a M.S. thesis by the author on the effectiveness of ACPO's radio schools for rural areas in Colombia. The study concludes that ACPO's educational radio programs are a valuable system of using mass media for the promotion of innovations. The degree of effectiveness varies from place to place due to the intervention of such factors as the interest of the local priest in the radio schools, the interventions of other agencies, and the cultural background of each community. (Abstract.)

Bhola, H. S. Mass Media in Adult Education: Methodological Aspects of Media Research. Paper presented at the UNESCO/LIRSMA International Seminar on Mass Communication Media in Out-of-School Education and in Cultural Development, Lucca, Italy, June 24-29, 1973. 28pp. ED 079 942. (Annotation--5.)

Braun, Juan. Educational Technology and Rural Change. Paper presented at the International Workshop "Non-Formal Education: New Strategies for Developing an Old Resource." East Lansing: Michigan State University, 1974.

Braun, Juan. Los Medios Masivos y las redes de Comunicación Interpersonal en la Difusión de Innovaciones Agropecuarias y de Control de la Natalidad. Inter-American Research Workshop, sponsored by the Center of Educational Studies of Mexico City and the Institute for Communication research of Stanford University, Oaxtapec, Mexico, 1975. (Mass Media and Networks of International Communication in the Difusion of Innovations in Agriculture, Cattle Raising, and Birth Control.)

Chander, Romesh. "Programming for S.I.T.E. (Satellite Instructional Television Experiment)." Vidura, Vol. 10, No. 1 (February 1973), pp. 39, 41-45.

Disscusses All India Radio's programming plans for the areas which are to be serviced by the Satellite Instructional TV Experiment. Outlines also the technical and programming problems as well as the various program experiments to be conducted by the All India Radio to aid program production for S.I.T.E. AMIC 004 100. (Annotation.)

Colle, R. Informe Preliminar sobre Escuelas Radiofonicas Populares del Ecuador. Santiago. Secretariado de Comunicacion Social (SEDECOS), 1974. 107pp. Spanish.

This study by SEDECOS is the first step in an evaluation of Escuelas Radiofonicas Populares in Ecuador. In studying the innovative processes of educational radio carried out in Riobamba, the author describes the institution, analyzes its relations to political power, and gives the social context in which the innovations have been introduced. In reviewing specific educational radio programs, the study gives some statistical data on audience, human resources employed, administrative organization, and private financial support. (Abstract.)

Comparsi, A. Fundación Educacional Padre Landell de Moura FEPLAM. Porto Alegre: FEPLAM 1972. 7pp. Spanish.

FEPLAM was organized in 1965 in Brasil. It began with one educational radio program on an experimental basis. An evaluation showed good results. Further extensions of the program included primary education, functional literacy, rural education, and human resources development. (Abstract.)

Cowlan, Bert. "Educational Satellites over Africa: An Unlikely Scenario." Educational Broadcasting International, Vol. 7, No. 3 (September 1974). (Annotation -- 5.)

Diaz Bordenave, Juan. Communication and Adoption of Agricultural Innovations in Latin America. In International Symposium on Communication Strategies for Rural Development, Cali, Colombia, 1974. Proceedings. Cali: Cornell University - CIAT, 1974, pp. 205-217.

Direct. "Une Disponsibilite Limitee." Paris, French February 1975. p. 250. (Annotation -- 12.)

Egly, M.; McAnany, E.; and Margolin, J. Alternatives for Application of Communication Technology to the Educational Needs of the Democratic Republic of the Congo (Zaire). Washington, D. C.: Agency for International Development, May 1971.
A report that stresses the development of radio as a useful immediate means of support for innovation and expansion of education in Zaire. (Annotation.)

Fanon, Frantz. "This is the Voice of Algeria." In Studies in a Dying Colonialism, Chapter 2, pp. 69-97. New York: Monthly Review Press, 1965. (Annotation -- 7.)

Fontecilla, M. E. La Radio Cultural. Santiago: Secretariado de Comunicacion Social, 1975. 102 pp. Spanish.
A study on educational radio as a means of nonformal education in Latin America. It outlines a framework of radio's role in community development, and designs a model for "cultural radio" programs. The model includes techniques of language research, codification of the "thematic universe," program production, and information systems. An annex contains an analysis of drama workshops in radio broadcasting, and some recommenoations on music education. (Abstract.)

Fundación Radioescuela para el Desarrollo Rural (FREDER). Escuelas Radiofonicas "Santa Clara," Mision Rahue, Osorno, Chile. Osorno: FREDER, 1972. 7pp. (Abstract -- 14.)

Herzog, W. A. Jr.; Braun, Juan. Radiophonic Schools as Instruments for Diffusion of Innovations. East Lansing, Michigan: Michigan State University, 1975. 15pp.

Holec, H. "Une experience de Formation a Distance." Melanges Pedagogiques du CRAPEL, 1973.
Research in the process of forming professors of living languages. The experiment was multilingual, multinational, and included several media. Experiment [illegible] done in the framework of a European project: Centre de Recherches et d'App[illegible]ons en Langue, le CRAPEL. (Annotation.)

Hooper, Richard. "Education and the Mass Media." Educational Development International, Vol. 2, No. 2 (April 1974).
The technical, economic, and ideological obstacles that the restrain the use of mass media in education. Treats specifically the role of radio and television in education. Discusses the resistance to change and the refusal to acept mass communications in the classroom.

Howse, H. R. "A Pioneering Venture in English Teaching." Linguistic Reporter, Vol. 17, No. 2 (February 1975), pp 11-12.
Reports on six innovative English language teaching projects for developing nations. A film series and numerous radio series will be produced for use in: Training teachers, teaching English for engineering, helping students with English language exams, and other purposes. (Annotation.)

Lundgren, Rolf. "Grandes Questions et Avenir de la Radio Diffusion Educatif." Revue de L'U.E.R., No. 5, September 1973. (Annotation -- 9.)

Nichols, Josef C. "Aspects de la Radiodiffusion Directe par Satellite." Revue de L'U.E.R., Vol. XXV, No. 3 (May 1974).
Analysis of the potential advantages of direct radio-broadcasting via satellite, with one of the most interesting applications being in education. Descriptions of various satellite projects in different countries. Discusses the international exchange of programs and free access to satellites. (Annotation.)

Owen, R. ROSLA and After: A Report on a Broadcasting In-service Education Project for Teachers. London: BBC, 1974. 23 pp. English. 00385 INNO/0072 826 1974. (Abstract—10.)

Polcyn, Kenneth A. An Educator's Guide to Communication Satellite Technology. Washington, D.C.: Academy for Educational Development, September 1973. 99 pp.
This guide deals with the general nature, the basic economics, the evolution and development of communications staellites from Echo I to Intelsat IV. It also covers the present and future satellite educational experimentation, which includes a discussion of the Indian experiment in the use of satellite broadcasting for educational purposes. Appended are a bibliography and a glossary of abbreviations. (Annotation.)

Radio Santa Maria. Aspectos Ideologicos de las Escuelas Radiofónicas Santa Maria. La Vega, 1975. 14 pp. Spanish.
Document describing the educational philosophy and operational model of Escuelas Radiofonicas Santa Maria, in the Dominician Republic. The teaching methods applied aim at human development, social adjustment, religious education, political education, social action, and recreation for rural populations. The model is based on Paulo Freire's psychosocial method. A central theme is codified in a radio program, and decodified both in individual studies and in group discussions. Feedback is assured by periodical questionnaires. (Abstract.)

Radio Santa Maria. La Experiencia Radio Santa Maria. La Vega, 1975. 39 pp. Spanish. (Abstract--10.)

Radio Santa Maria. Metodo de Las Escuelas Radiofónicas Santa Maria. La Vega, 1975, 10 pp. Spanish.
Escuelas Radiofonicas Santa Maria in the Dominician Republic uses audio-visual communication in order to improve activity learning. The educational radio programs are complemented by teacher influence in weekly pupils' workshops where the radio emissions and instructional materials are discussed. Some conclusions are expressed on diffusion, most and relation of the program to educational needs. As a result of the innovative method employed, a form of cooperative education has been developed. (Abstract.)

Rao, V. V. Life-Long Integrated Education. Indian Journal of Adult Education, Vol. 31, No. 9 (September 1970), pp. 3-6.
Suggests a program (including uses of radio, television, and print media) for making the formal educational system in India more responsive to the concept of continuous learning. (Annotation.)

Servicio Radiofónico para America Latina (SERPAL). Discoforos Jurado 13. Montevido: SERPAL, 1973. 59 pp. Spanish.
This is a guide describing an innovative experience of educational radio carried out by SERPAL in Uruguay and other Latin American countries. A sequence of 20 "trials" was recorded, dealing with community problems. In each "trial" a case is presented and discussed by a twelve-member "jury"; the "verdict" depends from the opinion of the 13th member of this "jury" -- the listener. The guide outlines the methodology of the program and the contents of the 20 "trials;"

it suggests a plan for group discussions. (Abstract.)

Sharma, Devendra Kumar. Role of Information Sources and Communication Channels in Adoption of Improved Practices by Farmers in M. P. State, India. Ithaca New York: Cornell University, 1967. 265pp. Ph. D. thesis. Available from: University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 67-16, 368).

A study was made of information sources and channels whereby new ideas about improved farming methods are communicated to farmers. (Annotation.)

Sharma, D. K.; Leagans, J. Paul. Information Sources and Communication Channels Related to Farm Practice Adoption in Central India. Ithaca, New York: State University of New York, College of Agriculture at Cornell University 1968. Also available from: Department of Education, New York State, College of Agriculture, Ithaca, New York. 31pp.

The study's main purpose was to identify and describe the roles played by various information sources and communication channels used by sehore farers in the adoption of four improved agricultural practices in the U.P. District of India. (Annotation.) ED 041 210.

Spector, Paul, and others. "Communication Media and Motivation in the Adoption of New Practices: An experiment in Rural Ecuador." Human Organization, Vol. 30, No. 1 (Spring 1971), pp. 39-46.

Theroux, P. Education by Radio: An Experiment in Rural Group Listening for Adults in Uganda. Kampala, Uganda: Makerere College, Makerere Adult Studies Center, Occasional Paper No. 6, n. d.

UNESCO. New Trends in the Utilization of Educational Technology for Science Education. Paris: The UNESCO Press, 1974. 247pp. English, French.

Report on a UNESCO expert meeting which discussed the use of educational technology in science education. The report is composed of a series of papers on the present state of the art with some references to educational innovations. The focus is on science instruction at all levels of education. The papers deal with computer assisted instruction in the Plato IV program of the University of Illinois; the modern view of programmed instruction; the use of educational television and educational radio, with examples from Kenya; the design of multimedia instruction systems, with reference particularly to open colleges and the Open University in the UK; and the application of technology in teacher education programs. Concluding reflections on the use of these innovations in developing countries stress the need for a proper infrastructure of science equipment for the schools. (Abtract.) 00362 INNO/00049 999 1973.

Universidad de Chile, Sede Valparaiso. Superintendencia de Educacion Publica. Plan Experimental de Radiovision Educativa. Santiago, 1975. 45pp. Spanish.

This document describes an innovative pilot project prepared by the Ministry of Education and the University of Chile. The project aims at introducing a didactic use of radio emissions associated with images shown in classrooms. Educational radio will be used to provide information on social background as a feedback for instructional programs. Implementation will be carried out at the regional level, in 946 schools. The document gives information on research methods designed to evaluate the output of the system. Annexes include curriculum planning, roles and relationships, financial needs, resources, and budget. (Abstract.)

Verduin-Muller, Henriette. Tele-Blackboard. The Contribution of New Media to Education in Developing Countries. Utrecht State University (Netherlands), May 1972. Paper presented at the International Conference of the International Council for Educational Media, Tunis, Tunisia. 6pp.

The tele-blackboard is an audiovisual system, the core of which is a tableau on which a normal piece of paper is put. The paper is written on with a pencil that goes with the tableau, and the visual information is transformed into narrow banded signals which are sent simultaneously with a verval explanation by normal longwave radio transmitters. (Annotation.) ED 063 768.

Yousit, A. M. "Requirements for Radio and Television Broadcasting in the Context of an Arab Space Communication Network." ASBU Review, No. 3, 1974. (Annotation -- 3.)

8. ISSUES: AUDIENCE

Albo, Javier. Idiomas, Escuelas y Radios en Bolivia. Cuadernos de Investigación 3 (Languages, Schools and Radios in Bolivia. Investigative Notes Number 3). La Paz, Bolivia: Centro de Investigación y Promoción del Campesinado, 1974. 35 pp. (Available from: CIPCA, Casilla 5824, La Paz, Bolivia.

Bolivia has a multilingual population divided among three language families: Spanish, Quechua, and Aymará. Spanish is the language of government, education, and professional and technical fields, and dominates in urban areas; Quechua and Aymará prevail in rural areas and in native musics, folklore, and religion. Radio as an educational tool may achieve results superior to traditional educational methods by: (1) creating a Quechua and Aymará solidarity through native-language broadcast of popular appeal, and (2) providing an outlet for linguistically diverse groups and involving them in active learning. (Annotation.) ED 101 551.

Allen, Charles L. Communication Patterns in Hongkong. Hongkong: Chinese University of Hongkong, 1970. 125 pp.

Presents data on the media habits of respondents from various social backgrounds. The section on radio and TV contains information on program preference, radio and TV ownership, time spent on both media, the popularity of news broadcasts, and the broadcasting stations. (Annotation.) AMIC 000 655.

Arévalo, Manuel; Alba Robayo, Vicente. "Análisis de la Investigación en Communicaciones Agropecuarias." Bogotá: Instituto Colombiano Agropecuario, 1974. 89 pp. (Boletín de Investigación, No. 8.) (Annotation--2.)

Axinn, George H.; Axinn, Nancy W. "Communication Among the Naukka Igbo: A Folk-Village Society." Journalism Quarterly 46 (Summer 1969), pp. 320-324, 406.

Use of observer-diarists to analyze communications behavior in Nigeria; throws doubt on assumptions about the ubiquity of radio. (Annotation.)

Ball, John C. H. "School Radio: The Future. Part 2: Producing Programmes for Schoolchildren (with special reference to the African scene)." Educational Broadcasting International, Vol. 7, No. 2 (June 1974), pp. 101-106. (Annotation--3.)

Ball, John C. H. "School Radio: The Future. Part 3: In the Classroom and Aspects of Training." Educational Broadcasting International, Vol. 7, No. 3 (September 1974), pp. 137-141. (Annotation--6.)

Ball, John C. H. "Using Sound Effects in Schools Broadcasting." Educational Broadcasting International, Vol. 5, No. 3 (September 1971), pp. 208-214.

We know very little about the use of sound effects in schools radio in the context described in this report--a context by no means peculiar to Kenya. Until we do know more, we should think very carefully before we use any sound effects in a schools broadcast. (Annotation.)

Ball, John C. H.; May, J. P. "Health Education Radio Lessons for Primary Schools: Some Further Problems." Educational Broadcasting International, Vol. 5, No. 4 (December 1971), pp. 233-237. (Annotation--12.)

Barrientos, José. Escuelas Radiofónicas de Bolivia (ERBOL). Sutatenza, 1972. 13 pp. Spanish. (Abstract--14.)

Benson's Media Info 1971; collection of articles on media published in Benson's Media Info during 1971. Bombay: Ogilvy, Benson and Mather Publications, 1972. 95 pp.

Includes a discussion of the commercial radio in India, a survey to find out the listenership profiles and popularity ratings of programs broadcast over the radio in the Bombay-Poona-Nagpur region, and radio coverage in Gujerat and Mysore. (Annotation.) AMIC 001 939.

Bernal Alarcón, Hernando. Los Líderes de Opinión y su Importancia en el Desarrollo de la Communidad. Bogotá: Acción Cultural Popular, Departamento de Sociología. Documento de Trabajo, No. 14, 1970. 30 pp. (The Factual Leaders and Their Importance in Community Development.)

Bled, Cynthia. "Review of Audience Research in Some Developing Countries in Africa." Journal of Broadcasting, Vol. 13, No. 2 (Spring, 1969), pp. 167-180.

This article synthesizes information from research conducted by African broadcasting organizations, and is based on a larger document prepared by the author for the C.B.C. (Annotation.)

Borges, A. Aspectos Metodológicos del Uso de la Radio en Educación de Adultos. Santiago: Secretariado de Comunicación Social (SEDECOS) 1970. 34 pp. Spanish. (Abstract--5.)

Brecho, Frank. The Impact of the Mass Media on the Population of Venezuela. Stanford University: Institute for Communication Research, 1974. 16 pp. English. (Country File. RECORD #202.)

The paper emphasizes non-purposive activities for people in rural and urban settings. Using radio, television, film, and print, it reaches adults and children who are out of school and not in an organized group. It is particularly relevant to Venezuela. (Annotation.)

Camus, J. Baeza, O. La Radio en la Escuela, Método Audiovisual de Enseñanza. Lo Barnechea, Chile: Centro de Perfeccionamiento, Experimentación, e Investigaciones Pedagógicas (CPEIP) 1974. 83 pp. Spanish.

A research report on the use of educational radio in primary school curriculum in Chile. A model including integrated activities was designed. This model aimed at satisfying individual needs in pupils' learning, and obtaining changes in students' and teacher's attitudes. Two sequences were recorded and tested in a sample of schools. Conclusions show good results in cognitive objectives and in changes expected in class attitudes. (Abstract.)

Cazeneuve, J. "Niveau de Culture et Audition de la Radio à Madagascar." Cahiers Internationaux de Sociologie (Paris), Vol. 43 (July-December 1968), pp. 85-98.

Results of a study of the habits of radio listeners in Tananarivo shows two types of audiences--traditionalist and modern. This influences program content. (Annotation.)

Center for International Education. Nonformal Education In Ecuador 1971-1975. Amherst, Mass.: University of Mass. 231 pp. English, Spanish.

This final report attempts to summarize in an accessible fashion the experiences and results of nearly four years' work in nonformal education in Ecuador. It should prove of particular interest to those who are concerned about the effects of their efforts on the individual lives of people in rural areas. One chapter is devoted to the Tabacundo Radio School Project, which used cassette recorders as a feedback and programming technique. (Annotation.)

Chu, Godwin C.; Schramm, Wilbur. Learning from Television: What the Research Says. Revised Edition. Stanford, Calif.: Institute for Communication

Research; Washington, D.C.: National Association of Educational Broadcasters, 1975. 135 pp. Also available from: National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. ED 109 985. (Annotation--3.)

Colomina de Rivera, M. El Huésped Alienante: un Estudio Sobre Audiencia y Efectos de las Radio-Telenovelas en Venezuela. Maracaibo: Universidad del Zulia, Facultad de Humanidades y Educación, 1968. 150 pp.
One of the few empirical studies of broadcasting effects in a developing nation. The author finds a positive relation between identification with, believing in, and consumption of televised and radio novelas, and lower socio-economic and educational status. (Annotation.)

Comparai, A. Fundación Educacional Padre Landell de Moura (FEPLAM). Sutatenza, 1972. 7 pp. Spanish. (Abstract--14.)

Contreras, Eduardo; Larson, James; Mayo, John; Spain, Peter. The Effects of Cross-Cultural Broadcasting. Stanford University: Institute for Communication Research, 1975. 97 pp. English. (Author File. RECORD #87.)
This paper emphasizes political awareness for people in rural and urban settings. Using radio, television, film, and satellite, it reaches an open audience of adults and children. (Annotation.)

Cusack, Mary Ann. The Systems Analysis Approach to Satellite Education in Brazil. Sao Jose dos Campos, Brazil: Instituto de Pesquisas Espaciais, February 1973. 51 pp. ED 094 768. (Annotation--3.)

Cutter, Charles H. Nation-Building in Mali: Art, Radio, and Leadership in a Pre-literate Society. Los Angeles: University of California at Los Angeles, Ph.D. dissertation, 1971.

Deemar Co. Ltd. Deemar Media Index Final Report, 1972. Southern Region (Urban Areas). Bangkok, 1972.
A survey conducted among a representative cross section sample of the population 15 years of age and above in the urban areas of Thailand, providing general information on the size and composition of various mass media audiences. A profile of radio and TV viewers is given together with data on the frequency of TV viewing and radio listening. AMIC 003 615. (Annotation.)

Direct. "L'extrascolaire en Cote d'Ivoire." Paris, 1974. p. 75. French.
Television for formal in-school education has been implemented on a large scale in the Ivory Coast. But efforts have also been made to use TV for the nonschool population. Directed mainly to the rural areas and suing school receivers in the evening hours, the programs deal with nutrition and hygiene. This experimental, out-of-school effort has not yet dealt fully with the language difference found in the rural areas. (Annotation.)

Fett, John J. Communicating with Low-Income and Low Education Farmers in a Developing Country. Madison: Wisconsin University, Department of Agricultural Journalism, January 1971. Paper presented at NCR-44 Regional Meeting on Mass Communication Research, University of Illinois, Urbana, Illinois. 31 pp.
Selected finding from a number of communication research projects conducted by, or in collaboration with, the Economic Studies and Research Institute (IEPE), Federal University of Rio Grande do Sul, Brazil, are reported. ED 073 347. (Annotation.)

Fundación Radioescuela para el Desarrollo Rural (FREDER). Escuelas Radiofónicas "Santa Clara", Misión Rahué, Osorno, Chile. Osorno: FREDER 1972. 7 pp. Spanish. (Abstract--14.)

Gómez, L. Influencia Previa de los Elementos de Acción Cultural Popular Sobre los Jovenes Campesinos que asisten a la Primera Promocion de los Institutos en 1968. Bogota: Acción Cultural Popular (ACPO), Documento de Trabajo No. 9. 1968. 66 pp. Spanish.

This is a research report on the influence of ACPO's radio schools on agricultural workers in Colombia. In order to assess this influence, the research focused on a sample of pupils of ACPO's "Institutos Campesinos." They were agricultural workers from 20 local communities, and they had been listening to ACPO's educational radio programms for a time. Conclusions showed a great influence of radio schools; this influence was greater in women and in older people; over 90 per cent listened to the program habitually. (Abstract.)

Gómez, L. and Gutiérrez, A. Encuesta Sobre Radiodifusión entre los Campesinos. Bogotá, 1970, 84 pp. Spanish.

A technical report providing a description of an opinion research study done in rural areas in Colombia. The research focused attention on radio emissions preferred by rural population to assess the impact of Radio Sutatenza. A sample of community leaders working in 21 departments was designed. The analysis is presented in two dimensional figures; conclusions are discussed for each specific objective of the study. (Abstract.)

Gomez, L.; Nino, A.; Perilla, M. and Umana, M. La Audiencia Campesina de Radio Sutatenza. Bogotá: Accion Cultural Popular (ACPO) documeno de trabajo No. 10 970. 42 pp. Spanish.

A report on an audience study aiming at assessing some social characteristics of Radio Sutatenza's listeners in Columbia Educational radio programs focus on nonformal education for adults in rural areas. Research conclusions showed that 48 percent of the listeners are agricultural workers; that they are of all ages; and that early morning programs are preferred. Radio Sutatenza's broadcasts reach the entire country but it is difficult to estimate the number of listeners. (Abstract.)

Gómez Posada, Lucila, and others. La Audiencia Campesina de Radio Sociología. Documento de Trabajo, No. No, 1970. 40 pp.

Gómez Posada, Lucila, and others. La Audiencia Campesina de "Radio Sutatenza." ACPO.

Goonasekera, S. Radio Listenership Behavior in Relation to Occupation and Urbanization in Sri Lanka. Colombo, Dept. of Information, 1972. 12 pp.

Discusses the differences in listenership behavior between rural and urban people and between people of different occupations in Sri Lanka on media consumption survey. Specifically, it deals with the types of programs listened to, the most preferred channels, the reasons for listening to radio, and whether radio has affected people's attitudes towards certain things. AMIC 001 832 d. (Annotation.)

Grunig, James E. "The Structuralist Approach to Rural Communication is Outlined." In New Directions for Research in Communication and International Development: From the Study of Individuals to the Study of Formal Organizations, by James Grunig. Montreal: International Communication Association, 1973. 23 pp. ED 084 619.

Hall, Budd L. "Who Participates in University Adult Education?" Studies in Adult Education No. 5. Dar es Salaam, Tanzania: Dar es Salaam University, Institute of Adult Education, February 1973. 19 pp.

In Tanzania, adult education is seen as going beyond increasing skill levels to raising political consciousness. If it is desired to narrow the gap between the educated and uneducated, the role of University Adult Education evening classes as an agent of increased social stratification must be examined. Mass radio study groups may be one means of reducing educational inequalities while still affording the educational elite participation

opportunities. A study of the radio discussion group participants revealed that more men than women took part, the age group ranged from 12 to 80, and the intended rural audience was reached. (Annotation.) ED 083 362.

Hoxeng, J.; Ochoa, A.; Ickis, V. Tabacundo: Battery-Powered Dialogue, Technical Note #10, Ecuador Nonformal Education Project. University of Massachusetts: Center for International Education, 1976.
The purpose of this technical note is to describe and analyze the impact of cassette tape recorders as a feedback and programming technique in a rural radio school program. It describes their introduction into the Radio Mensaje Program in Tabacundo, Ecuador, and examines effects of their utilization. (Annotation.)

Instituto de Cultura Popular (INCUPO). Estudio de Audiencias: Provincias de Santa Fé y Corrientes. Reconquista: INCUPO. 1973. Spanish.
A research report giving information on audiences of educational radio programs carried out by INCUPO in Argentine. It outlines research design and findings. INCUPO's listeners represent about 65 per cent of the urban population over 15 years old in the provinces of Santa Fé and Corrientes; they are workers with little schooling. (Abstract.)

International Broadcast Institute. Program on Cultural Heritage; the Report of the Meeting of the Ad Hoc Group on the Cultural Heritage Project which Met in Bali, 13-16 September 1972. London, 1972. 17 pp.
Discusses the two directions in the wake of the present cultural imbalances. The two directions are (1) to concentrate on the relationship between the modern media and traditional forms of cultural expression; (2) to find out what impact modern communication media has on non-Western societies. Also contains concrete proposals for action. AMIC 002 126 d. (Annotation.)

Jamison, D. The Effectiveness of Alternative Instructional Media: A Survey. Washington, D.C.: Information Center on Instructional Technology, 1973. 72 pp. English.
A comparative analysis of the effectiveness of various instructional media: conventional instruction, educational radio, instructional television, programmed instruction, and computer assisted instruction. Program evaluation of varying degrees of adequacy of the various methods is surveyed and the conclusion reached is that all the methods are approximately equally effective. Students learn from all of them. The authors stress that this survey is only preliminary and that more research is needed in time factors (learning), cost effectiveness and the effects of individualized instruction. More imaginative use of the media could also result in some new conclusions. The promising but largely untapped potential of instructional radio calls particularly for wider exploration. Bibliography. 00534 INNO/00183 840. 1972. (Abstract.)

Jamison, Dean, and others. The Effectiveness of Alternative Instructional Media: A Survey. Stanford, California: Institute for Communication Research, February 1973. 99 pp. ED 076 058.

Japan Broadcasting Company. Survey and Study of Educational Broadcasts; 1960-1968. Tokyo, 1969. 35 pp.
Japan's educational television and radio network, NHK, conducted surveys and studies on the use and effects of its programs from 1960-68. The major surveys, each of which is summarized in this booklet, cover four categories: The utilization of educational programs, analysis and evaluation of selected programs, and the effect of noneducational broadcasting (entertainment and adult programs) on children. ED 050 558. (Annotation.)

Jayaweera, Neville. Radio Listening and Readership. Sri Lanka Center for Development Studies. Lectures on Sinhala Transla -program Marga Library Readership Survey. Colombo, 1973.

Describes the radio audience in Sri Lanka examining also the various limitations on radio audience and radio credibility. Expresses the view that radio supplements rather than competes with newspapers; but in the case of serious readers, radio is an impediment. Suggests several ways in which radio can help to promote books among the listening public. AMIC 003 959. (Annotation.)

Jefferey, P. Research into the Effectiveness of a Radio and Loud-speaker Combination for Schools in Papua, New Guinea. Papua, New Guinea: University of Paula, Teaching Methods and Materials Center, 1972. 15 pp.

Jha P.N.; Katiyar, S.K. "Radio Listening Behaviour and Preferences of Farmers--A Panoramic Analysis." Indian Journal of of Adult Education, Vol. 35, No. 12 (December 1974). pp. 101-105.

John, Eustace. "People Favor Dialect In Media." Caribbean Journal, Vol. 1. No. 1.

Report of a survey conducted by the Caribbean Institute of Mass Communication, University of West Indies, which showed that those surveyed overwhelmingly preferred the use of dialect on radio and in newspaper. (Annotation.)

Kreimer, Osvaldo. The Broadcast Education Message: A Theoretical Model for Pragmatic Use by Producers and Researchers. Stanford University: Institute for Communication Research, 1973. 51 pp. English. (Author File, RECORD #207.) (Annotation--10.)

Lee, Thomas C. "A Survey of Radio Audiences in Taiwan." National Chengchi University Graduate School Journal of Mass Communication Research, 11 (1973). pp.227-294. Chinese.

A 1970 survey of radio audiences in Taiwan, containing data such as the number of radio receiving sets, listening habits, and listeners' opinions of radio programs and radio commercials. The effects of television on radio listeners and the credibility of radio news are also examined together with listeners' suggestions on the improvement of the broadcasting service. AMIC 003 368. (Annotation.)

Lent, John A. "Cultural Confusion and Media Infusion Leave Few Options for the Commonwealth Caribbean." Journal of Communication, Spring 1975. pp. 114-117.

Lent, John A. "Influence of Transistor Radio in the Philippines." EBU Review, May 1968. pp. 39-40.

Lewis, Harry. "Communication Barriers Between Educated and Uneducated Persons." Literacy Work, Vol. 3, No. 4 (April 1974). pp. 29-38.

Llaguno, J.A. Informe Sobre Las Escuelas Radiofónicas de la Tarahumara. México: Escuelas Radiofónicas de la Tarahumara, 1972. 21 pp. Spanish.

A report providing general information about educational radio programs carried out by "Escuelas Radiofonicas de la Tarahumara" in Mexico, and describing their administrative organization and educational objectives. The program evaluation showed good results in literacy courses, and some problems related to cultural background and social adjustment of the students. (Abstract.)

Meza, R. M. Sistema Educativo Radiofónico de México, A.C. Escuelas de Radio Huayacocotla. Sutatenza, 1972. 15 pp. Spanish.

The "Sistema Educativo Radiofonico de Mexico" was created in 1964 to serve the social development needs of rural communities in Mexico. It focuses on three ethnic groups of the States of Veracruz, Puebla, Hildalgo and Queretaro. At the time of the report, educational radio programs included 80 centers with 2000 pupils, 13 to 60 years old. Program contents are literacy, agricultural training, economics, health education, housing community organization, and recreation. Field work is ensured by supervisors, trained in annual courses. Some difficulties had been detected, dealing with migration of agricultural workers, of diversity of dialects, and the lack of transportation. (Abstract.)

Mitchell, John L.; Kim, John Hyun. Sociological Survey. Korea: A Survey of Mass Communication in Korea, 1968. Seoul: Sogang College, Department of Mass Communication, 1968. 352 pp.

Reports on the status of the mass media in South Korea, including print and electronic media and commercial advertising based on a survey. Discussed also are the nature and the interest of the radio listening audience, mass communications activities at educational institutions, and evaluation. Contains also summary and conclusions, sources and bibliography. AMIC 000 766. (Annotation.)

National Iranian Radio-television. Teheran: NIRT Publication Department, 1972.

Includes information on the coverage of NIRT, the findings of its audience research, rural TV clubs in Iran, and the NIRT news agency. Also gives information on various institutions affiliated with NIRT, e.g., the Institute for Cinema and TV, which is a training center for TV broadcasting; the Theater Workship, the Music Workship, and the Center for the Presentation and Propagation of Traditional Music. Includes articles of the 1971 legislation which established the National Iranian Radio and TV Organization. AMIC 003 566. (Annotation.)

Nordenstreng, K.; Nurminen, A.; Suhonen, P. Methods of Studying the Size and Composition of Radio and Television Audience: A Comparison. Stanford University: Institute for Communication Research, 1969. 22 pp. English. (Author File. RECORD #44.)

The paper emphasizes nonpurposive activity for people in rural and urban settings. Using radio and television, it reaches adult-level audiences who are not in an organized group. It is particularly relevant to Europe and Finland. (Annotation.)

Ohliger, John. Listening Groups: Mass Media in Adult Education. Boston, Massachusetts: Center for the Study of Liberal Education for Adults, 1967.

A somewhat pessimistic account of the impermanence of organized group listening to radio series, mainly in North America. (Annotation.)

Pickstock, Michael. "Why the Rural Audiences Often Stay out of Reach." Media Asia, Vol. 1. No. 7 (July 1974), p. 19.

Quebec (Province); Ministère de l'Education, Comité d'Implantation de la Television Educative pour la Formation des Adultes. Quebec, 1970. Project multimedia de formation pour le dev. des ressources humaines du Quebec. French. 00328 INNO/00017 124 1970. (Abstract--15.)

Robock, Leonard I. Radio Reception and Listening Habits in Six Provinces of Northeast Thailand: A Report. Bangkok: United States Information Service, 1964. 115 pp.

A 1964 study of medium-wave broadcasting conditions in six provinces in Northeast Thailand to determine the importance of radio as a psychological

weapon in these provinces considered most vulnerable to subversion and infiltration. The study was conducted to obtain information on the listening habits of the villagers, their likes and dislikes, and to assess the strength of the Communist radio signals and the popularity of their programs with the local population. AMIC 002 327. (Annotation.)

Schramm, Wilbur. Television Reconsidered. Singapore: Asian Mass Communication Research and Information Center, 1972. 16 pp. (AMIC occasional paper No. 1.) AMIC 001 341. (Annotation--9.)

Secretariado de Comunicacion Social (SEDECOS). Problemas de la Educacion Radiofónica en América Latina. Santiago: SEDECOS. 1974. 11 pp. (Spanish.)
A research report on the impact of educational radio programs in adult education in Latin America. The research carried out by SEDECOS aimed at assessing changes in social attitudes of listeners. A sample of five experiences in Chile, Ecuador, Guatemala, and Honduras was chosen. In order to determine the effectiveness of these experiences, audiences were asked to complete an evaluation inventory. Conclusions show administrative problems and the need for a systems analysis of the programs. (Abstract.)

Sharma, Devendra Kumar. Role of Information Sources and Communication Channels in Adoption of Improved Practices by Farmers in M.P. State, India. Ithaca, New York: Cornell University, 1967. 265 pp. PhD. thesis. Availalbe from; University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67 - 16, 368). (Annotation--7.)

Sharma, D. K.; Leagans, J. Paul. Information Sources and Communication Channels Related to Farm Practice Adoption in Central India. Ithaca, New York: State University of New York, College of Agriculture at Cornell University, 1968. Also Available from: Department of Education, New York State College of Agriculture, Ithaca, New York. 31 pp. ED 041 210. (Annotation--7.)

Singh, K.N. "What Research Says About Communicating with Rural People." Media Asia, Vol. 1, No. 3 (1974). pp. 41-47.

Sitaram, K.S. The Experimental Study of the Effects of Radio upon the Rural Indian Audience. Eugene, Oregon: The University of Oregon, Ph.D. dissertation, 1969. Available from: University Microfilms, 300 N Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 69-16, 685).
Cites many technical and economic problems affecting Cuban television, accounting for limited coverage. TV does not reach the masses. Radio is more widespread and vital, particularly short-wave radio. (Annotation.)

Soifer, Jack. Attitudes and Utilization of Mass Media in Rio de Janeiro. Initial report, Manaus, 1975 (in press). (Annotation--11.)

Spain, Peter L. A Study of the System of Radioprimaria in the State of San Luis Potosí, México. Stanford: Stanford University: Institute for Communication Research, March 1973, 130 pp. ED 077 187. (Annotation--12.)

Spain, Peter L. A Survey of Radio Listernership in the Davao Provinces of Mindanao, the Philipplines. Unpublished report. Stanford: Institute for Communication Research, September 1971. 51 pp.
Listenership study in a remote area, showing the penetration of radio in eastern Mindanao. Shows the opportunities open to broadcasters even in such inaccessible places. The number of stations in the area has been reduced since the imposition of martial law. ED 105 858. (Annotation.)

Spector, Paul, and others. " Communication Media and Motivation in the Adoption of New Practices: An Experiment in Rural Ecuador." Human Organization, Vol. 30, No. 1 (Spring 1971). pp. 39-46.

Tattenbach, F. Análisis de los Intereses del Auditorio de un Programa de Educación Radiofónica. (El caso de la " Escuela para Todos" de Costa Rica. México: Revista del Centro de Estudios Educativos. Vol 4, No. 4. 1974. pp. 67-94. (Spanish.)
Article describing opinions research focused on Central American listeners of an educational radio program prepared by "Instituto Centroamericano de Extensión de la Cultura" (ICECU), in San José, Costa Rica. A sample of letters sent by rural and urban audiences was analized. The study aims at an assessment of the main interests and the cultural background of the listeners. Results show that the differences between urban and rural culture have a greater influence on the communication of the audiences with the program, than do the different levels of schooling. (Abstract.)

Taylor, Dan; Hamal, Ham. Report on the Radio Listener Analysis Survey. Kathmadu: Radio Nepal, 1969. 8 pp. AMIC 002 210 d. (Annotation--2.)

Theroux, J. " A New Context for Radio Broadcaster Training." Educational Broadcasting International, December, 1976. (Annotation--10.)

Theroux, J. "Quality in Instructional Radio." Public Telecommunications Review, December 1976. (Annotation--10.)

The Use of Mass Media in the Education of Adults: Conference (Lusaka, Zambia, January 3-8, 1965). 131 pp.
At this 1965 Central and East African conference, lectures and reports were given on radio and television in correspondence education: Uses of films, radio, the printed word, and television in adult education in general; and principles of effective and efficient mass media communication. ED 024 881. (Annotation.)

USIS Research Office. Northeast Media Survey, 1964: A Survey in Northeast Thailand of Radio Listening, Film Attendance and Newspaper Reading Habits. Bangkok: United States Information Service, 1964. 101 pp.
Study develops a profile of media habits in rural and municipal areas of Northeast Thailand in terms of the population at large and in terms of particular target audiences such as teachers, government officials, priests, farmers, and so forth. Fairly detailed information describes the kinds of audiences being reached by mass communications and the habits and preferences of these audiences. AMIC 002 345. (Annotation.)

Zuloaga, Alberto. Audience Reaction to a Rural Instructional Series in Central Mexico. M.S. dissertation. Madison: University of Wisconsin, 1972.

9. ISSUES: COST

Bourret, Philip L. Television in Rural Areas: A Low Cost Alternative. May 1971. 13pp.
Arguments in favor of radio over television as a low cost alternative for reaching rural areas cite the fact that installation and programming costs for television are three to five times that of radio. ED 055 451. (Annotation.)

Brumberg, S. "Colombia: A Multimedia Rural Education Program." In Education for Rural Development: Case Studies for Planners, edited by Manzoor Ahmed and Philip Coombs. New York: Praeger, 1975.
This case study of ACPO gives information on its organization, goals, accomplishments and costs at the time of the study (1971). (Annotation.)

Carpenter, C. Ray. "The Application of Less Complex Instructional Technologies," in Quality in Instructional Television, edited by Wilbur Schramm. Honolulu, Hawaii: The East-West Center, University of Hawaii, 1972.

Chander, Romesh. "Programming for S. I. T. E. (Satellite Instructional Television Experiment)." Vidura, Vol. 10, No. 1 (February 1973). pp. 39, 41-45. AMIC 004 100. (Annotation -- 7.)

Colle, R. Informe Preliminar Sobre Escuelas Radiofónicas Populares del Ecuador. Santiago: Secretariado de Communicación Social (SEDECOS), 1974. 107pp. Spanish. (Abstract -- 7.)

Cusack, Mary Ann. Space Technology for Rural Education; Brazil Experiment. Project SACI. São Jose dos Campos, Brazil: Instituto de Pesquisas Espaciais, March 1974. 73pp. ED 088 500. (Annotation -- 1.)

Devitt, Thomas. Project Proposal and Budget for Pilot Experiment in Rural Television. Cebu City, Philippines, 1973. 187pp. (Prepared for International Education Development, Menlo Park, California.)
The report of a study on the feasibility and cost of using TV as a means of educating the rural population of Cebu Province, conducted by the Cebu Redemptorist Missionaries. Also included are outlines of a pilot project in rural TV, a schedule of implementation and the budget estimate for the project. (Annotation.) AMIC 003 707.

Direct. "Les Systèmes Multi-media dans le Tiers-Monde." Paris, January 1975. p. 22. French.
This is a presentation of the difficulties with the use of multimedia packages in third world countries. The presentation is made in view of the financial costs and the human and technical requirements. One question explored is the applicability of the open university concept in developing nations. The conditions necessary for success of the open university are presented, along with the potential financial impact on a country. As examples of education in third world countries, the article describes several existing programs, such those in Malawi, Pakistan, and the Ivory Coast. (Annotation.)

General Learning Corporation. Cost Study of Educational Media Systems and Their Equipment Components. 3 Vols. Washington, D. C.: General Learning Corporation (GLC), 1968.

Hupe, Howard. "An Education Satellite: Costs and Effects on the Educational System." Educational Technology, Vol. XIV. No. 10 (October 1974).
Presents a study of the costs and implications of an educational satellite service. Includes a brief technological description of the system, an economic analysis, and the implications of using such a system and its effects on public education. (Annotation.)

Jamison, Dean. Notes on Cost-effectiveness Evaluation of Schooling in Developing Countries. Stanford University: Institute for Communication Research, 1972. 61 pp. English. (Author File. RECORD #224.)
The paper emphasized academic activity for people in rural and urban settings. Using radio and television, it reaches elementary, secondary, and university level audiences who are in school, in an organized group, or working with a teacher/monitor. (Annotation.)

Jamison, Dean, and others. Satellite Systems for Instructional Radio. Santa Monica, California: Rand Corporation, August 1968. 13 pp. Available from: Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (Order No. AD-673 829).
The purpose of this paper is simply to point out the economic and technical attractiveness of satellite-based instructional radio systems with 50 to 200 channels. (Annotation.)

Jamison, Dean; Klees, Stephen. The Cost of Instructional Radio and Television for Developing Countries. Stanford University: Institute for Communication Research, March 1973, 103pp.
Provides information concerning costs of instructional television and radio so that the specific analyses which are performed will be improved. Major sections of the paper describe an improved method of cost analysis, prior cost experiences with the new media and cost functions for instructional radio and television. Appendixes provide more detail on costs of printed material, computer managed instruction, and instruction technology, as well as supplementary table for El Salvador and the Ivory Coast. (Annotation.) ED 077 213.

Lundgren, Rolf. "Grandes Questions et Avenir de la Radio Diffusion Educatif." Revue de L'U.E.R., No. 5, September 1973.
A description of problems to be considered in developing educational broadcasts: The collaboration between educational radio-broadcasting and the world of education, the cost of educational radio-broadcasting, and problems involved in introducing new procefures. (Annotation.)

Noorani, Hafeez. Hello TV! Godbye Radio? (Wanted: A Mass Media Policy for India.) Bombay, 1973, 5pp. AMIC 002 903 d. (Annotation -- 10.)

Oficina de Servicios Para America Latina (OSAL). Creación de la "Asociación Latioamericana de Educación Radiofónica Aler." Second Seminario de Directores de Escuelas Radiofónicas de America Latina. Segunda Parte: Discusión de la Conveniencia de Una Asociación de Escuelas Radiofónicas de América Latina. Sutatenza, Colombia, 1972. 23pp. Spanish. (Abstract --10.)

Radio Santa María. La Experiencia Radio Santa María. La Vega, 1975. 39pp. Spanish. (Abstract -- 10.)

Schramm, Wilbur. Big Media, Little Media. Stanford, California: Stanford University, Institute for Communication Research, March 1973. 352pp.
Media for instruction can be characterized as big (expensive) or little (inexpensive), but research evidence suggests that whether a student learns more from one medium than another depends at least as much on how the medium is used as on what medium is used. Thus, this report discusses not only example programs and their results, but also considerations involved in choices among the different possible media. One conclusion that is reached, however, is that the inexpensive media have often been neglected because of the glamor of the expensive media. (Annotation.) ED 077 186.

Schramm, Wilbur, and others. The New Media -- Memo to Educational Planners. Paris: UNESCO, International Institute for Educational Planning, 1967. Available from: UNESCO, Place de Fontenoy, 75 Paris - 7e, France. (Annotation -- 6.)

Schramm, Wilbur. Television Reconsidered. Singapore: Asian Mass Communication Research and Information Centre, 1972. 16pp. (AMIC Occasional paper No. 1)

Presents the potential of TV teaching. Stresses the need for careful consideration as to how people are using TV and how it can benefit them most. Potential of radio is also presented and raises the question of whether radio has been overshadowed by TV. (Annotation.) AMIC 001 341.

Schramm, Wilbur; Nelson, Lyle. Communication Satellites for Education and Development -- The Case of India. Volume Two, Stanford, California: Institute for Communication Research, August 1968. 274pp. ED 032 766. (Annotation -- 6.)

Schumacher, E. F. Small Is Beautiful, Economics As If people Mattered. New York: Harper and Row, 1973. (Annotation -- 5.)

Searle, Barbara. Application of Radio to Teaching Elementary Mathematics in a Developing Country. First Annual Report. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences, June 1974. 99pp. ED 094 791. (Annotation -- 12.)

Secretaria de Educação e Cultura de Bahia. Instituto de Radio Difusão Educativa da Bahia (IRDEB). Programacao 1975. Salvador, 1975. Portuguese. (Abstract -- 2.)

Sitaram, K. S. The Experimental Study of the Effects of Radio upon the Rural Indian Audience. Eugene, Oregon: The University of Oregon, Ph. D. dissertation, 1969. Available from: University Microf-lms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-16, 685). (Annotation -- 8.)

Swoboda, Donald W. "Two-Way Radio for Extension." J. Ext. Vol. 8, No. 2 (Summer 1970), pp. 42-45.
Nebraska has been developing a two-way radio communication system for the Cooperative Extention Service, using the master microwave towers of the statewide emergency communication network. It has increased the efficiency of their limited human and economic resources. (Annotation.)

Universidad de Chile, Sede Valparaiso. Superintendencia de Educación Pública. Plan Experimental de Radiovisión Educativa. Santiago, 1975. 45pp. Spanish. (Abstract -- 7.)

The Use of Mass Media in the Education of Adults: Conference (Lusaka, Zambia, January 3-8, 1965). 131 pp. ED 024 881. (Annotation -- 8.)

10. ISSUES: SUPPORT (SOFTWARE, MATERIALS, TRAINING)

Adjangta, Moise, "L'Université Radiophonique de Guitarama." Interstages (Brussels), 47 (April 1, 1968), pp. 14-19.
A program of primary education in Rwanda, and an evaluation of current results, includes a description of MERA, a cooperative using handicapped workers to manufacture radios of the same quality as imported sets but which sell for half the price. (Annotation.)

Alcalay, Rina. "El Medio Radial; Su Especificidad y un Diagnóstico de su Quehacer en Chile." Revista EAC Artes de la Comunicación (Chile), No. 3 (1973), pp. 30-55. (Annotation--6.)

Asociación Latinoamericana de Educación Radiofónica (ALER). Qué es ALER. Buenos Aires, 1973. 13 pp. Spanish. (Abstract--14.)

Aspinall, R. Radio Programme Production. Paris: UNESCO, 1971.
A manual/handbook on how to produce radio programs, but not particularly for education. (Annotation.)

Australian Broadcasting Commission, British Broadcasting Corporation, Using Radio and Television in the Classroom. Sydney, 1973. 15 pp.
An instructional booklet on the teacher's role, classroom use, listening and viewing condition, equipment maintenance, and using recorded broadcasts, to achieve the best results in viewing ETV films. (Annotation.)

Bernal, H. Análisis Estructural de las Escuelas Radiofónicas. Buenos Aires: Boletín de la Educación Radiofónica Latinoamericana. Año 1, n.2. pp. 25-40. Spanish.
This background paper for the Second Interamerican Conference of the Asociación Latinoamericana de Educación Radiofónica (ALER), held in Guatemala in 1974, outlines a structural analysis of radio schools associated with ALER. The main section of the paper discusses a correlation matrix of contents, communications media, audience characteristics, system's organization, and financial policies related to educational radio programs. (Abstract.)

Barrientos, J. Escuelas Radiofónicas de Bolivia (ERBOL). La Paz: ERBOL, 1972. 13 pp. Spanish.
This report is concerned with the educational philosophy, the methodological principles, and the administrative organization of educational radio programs carried out by ERBOL in Bolivia. These programs aim at expanding continuing education centers among the rural population. Program content deals with literacy and adult education. (Abstract.)

Bernal A., Hernando; Nieto, Eduardo M. Diseño de una Investigación, "Participación Campesina en la Producción de Materiales Educativos Escritos, Utilizando un Equipo Móvil de Comunicaciones." ACPO, February 1975.

Bishop, G.D. "Realisme et Diversité: Un Nouvel Enseignement pour les Îles du Pacifique Sud." Informations UNESCO, No. 600, April 1974.
The project undertaken in 1970 by UNESCO has developed programs and teaching aids for the islands of the South Pacific. The contents are adaptable to the different geographies, climates, and economies of the societies on the different islands. Instruction by correspondence would be followed up by broadcast courses. (Annotation.)

Boisschot, H. Tele-Star: Description. Kinshasa, Zaire: African Radio and Television Production Center, April 1969. (mimeo.) (Annotation--11.)

Brumberg, S.F. Los Medios Masivos de Comunicación al Servicio del Desarrollo Rural en Colombia. Bogotá: Acción Cultural Popular (ACPO), Documento de Trabajo No. 22, 1974. 105 pp. Spanish. (Abstract.)

Bueno, Pedro B., and others. Rural Broadcasting: Syllabus on Radio. Laguna: University of the Philippines, Dept. of Agricultural Communication, 1972. 37 pp.

To help the broadcasting student understand the rudiments of rural educational broadcasting, this syllabus covers some theoretical aspects of broadcasting, extension education, radio journalism, production, and programming for rural audiences and a report on DZLB, the rural education radio station of the University of the Philippines. (Annotation.) AMIC 002 597.

"C.B.C.'s Maison de Radio--Canada." Combroad, No. 22, January-March 1974.

Refers to articles on "Maison de Radio--Canada," describing the modern broadcasting and television installation. One of the first to use a satellite for broadcast of programs.

Centre for Educational Development Overseas (CEDO); Commonwealth Secretariat. New Media in Education in the Commonwealth. London: Commonwealth Secretariat, 1974. 292 pp. English. 00368 INNO/00055 999 1974. (Abstract--3.)

Centre for Educational Development Overseas; Commonwealth Secretariat. British Solomon Islands: The Schools Broadcasting Service, 1974. English.

One of the case studies illustrating the use of instructional media in the Commonwealth deals with an educational radio project in the Pacific Islands, UK. The Schools Broadcasting Service (SBS) was started against the background of the prevailing educational development problems in the Solomon Islands: unequal population distribution, large distances, difficult communications, small budgets, and limited teaching resources. Through the SBS, communication has been established from the capital to the schools--backed up in a limited form by personal contacts. The cyclical process, which is essential for effective use of educational radio, has also been created. The broadcasts, apart from their use in classrooms, were also intended for teacher improvement. Experience showed that locally produced programs had more impact than imported ones, that supporting material was necessary, and that training in the use of broadcasts is essential to create a favorable attitude toward them. (Abstract.) 00370 INNO/00057 999 1974.

Centre for Educational Development Overseas; Commonwealth Secretariat. Zambia: Radio Farm Forums and Literacy Broadcasting, 1974. English. 00371 INNO/00058 999 1974. (Abstract--13.)

Conateh, Swaebou. "Radio Gambia: Co-operation with Radio Senegal." Combroad, No. 22, January-March 1974.

The cooperation between Senegal and Gambia during the last five years has led to the exchange of broadcasting materials between the two countries. The two populations are from the same ethnic group and speak the same language (even though the official language of Senegal is French and that of Gambia is English). The two countries collaborate, exchange, and co-produce programs, especially cultural programs. The cooperation extends to the area of educational broadcasting with the broadcasting of Senegal's DISSOO in Gambia. (Annotation.)

Cortez, C. Movimiento de Educación de Base (MEB). Rio de Janeiro: MEB, 1972. 28 pp. Spanish.

A report on educational radio programs carried out by MEB in Brazil. It outlines educational objectives, management systems, supervision, and student evaluation. Program content refers to literacy, language enrichment, basic skills in mathematics, health education, and agricultural training. (Abstract.)

Daney, Charles; Madre, Jean. "The Role of Radio and Television in Teaching in France." Programmed Learning and Educational Technology, Vol. 11, No. 5 (September 1974).

This article describes the role of OFRATEME (Office Francais des Techniques Modernes d'Education) in the production and distribution of educational programs for radio. The authors give their views of the advantages of specific uses of radio broadcasting in teaching. (Annotation.)

Direct. Quelques Règles Elementaires d'Etablissement d'un System Multi-media. Paris, January 1975. p. 6. French.

This article presents some criteria for the selection of one or more media to be used for instructional purposes. It is recognized that multimedia kits cannot be used effectively in all areas, as may be claimed by manufacturing agencies. Careful selection must be made following extensive analysis. It is recommended that the chosen media should adapt themselves to the instructional process. The media should contain qualities determined as necessary to obtain the educational objectives. Included at the end of the article is a table categorizing and rating media for use in various circumstances and different kinds of learning. (Annotation.)

Dubly, A. Evaluación de las Escuelas Radiofónicas Populares de Riobamba. Quito: Instituto Ecuatoriano de Desarrollo Económico y Social (INEDES), 1973. 70 pp. Spanish.

A study by INEDES on educational radio programs developed in literacy, community development, and agricultural training in Riobamba, Ecuador. The programs comprise five types of radio emissions, i.e.: educational programs, religious education, information services, recreational programs, and music education. The study is a systems analysis of these programs, giving information on their social context, history, administrative organization, educational model, results, and social impact. (Abstract.)

Fontecilla, M.E. La Radio Cultural. Santiago: Secretariado de Comunicación Social (SEDECOS), 1975. 102 p. Spanish. (Abstract--7.)

Fundação Movimento Brasileiro de Alfabetização (MOBRAL). Gerencia Pedagogica. Projeto de Treinamento de Alfabetizadores pelo Radio. Río de Janeiro, 1974. 74 pp. Portuguese.

This is a project of teacher improvement in functional literacy carried out in Brazil by MOBRAL in 1972. Educational radio was used reach 108,000 literacy teachers in 5,300 centers with a controlled audience. Radio broadcasts were accompanied by instructional materials. The implementation was carried out in 3 stages, starting at the local level with the selection of supervisors. Objectives are to obtain human resources for literacy campaigns aiming at the instruction of 2,200,000 illiterate adults in rural areas. The program evaluation showed that 95,000 teachers were trained. (Abstract.)

Godoy, M. Escuelas Radiofónicas San Rafael (ERSAR). Sutatenza, 1972. Spanish.

ERSAR is a private institution associated with (ERBOL) in producing educational radio programs for adults in rural areas in Bolivia. ERSAR Broadcasts are heard by 90% of the agricultural workers in the Department of Cochabamba, with an audience of 300,000 people. Main attention is given to literacy programs. Field work is ensured by community leaders. Instructional material in use is prepared by "Accion Cultural Loyola." Scheduling is prepared in relation to agricultural occupations. (Abstract.)

Hall, Budd L. "The 'Man Is Health' Mass Study Campaign." Literacy Discussion, Vol. 6, No. 1 (Spring 1975), pp. 95-108 (Annotation--3.)

Hall, Budd L. "Revolution in Rural Education: Health Education in Tanzania." Community Development Journal, Vol. 9, No. 2 (April 1974). pp. 133-139.

Based upon the success of three smaller radio study campaigns, a program for a preventive health campaign was planned to directly improve the lives of Tanzania's rural inhabitants. Elements in the campaign included: A national coordinating committee, radio programs, printed materials, trained study group leaders, leader's manuals, and supervision. (Annotation.)

Hall, Budd L. Wakati wa Furaka. An Evaluation of a Radio Study Group Campaign. Dar es Salaam, Tanzania: Dar es Salaam University, Institute of Adult Education, 1972. 59 pp.

The radio study campaign combined elements of listening group and study group traditions and added group leaders trained in democratic leadership principles, a textbook, and a study guide. (Annotation.) ED 080 886.

Hancock, Alan. "A Facelift for Training." Educational Broadcasting International, Vol. 6, No. 3 (September 1973), pp. 119-123.

A discussion of what makes up a good training program in broadcasting. (Annotation.)

Hoxeng, J.; Ochoa, A.; Ickis, V. Tabacundo: Battery Powered Dialogue. Technical Note #10 Ecuador Norformal Education, Project, University of Massachusetts: Center for International Education, 1976. (Annotation--8.)

Institute of Adult Education, Dar es Salaam. Adult Education Handbook. Dar es Salaam: Tanzanian Publishing House, 1971.
The chapter on adult education by radio is a simple guide to Tanzanian extension workers and adult educators on how to make use of radio in their programs. (Annotation.)

Instituto de Cultura Popular (INCUPO). Juntos Podemos: Cartilla de Alfabeto y Número. Reconquista: INCUPO, 1974. 105 pp. Spanish.
This is a students' guide to use in educational radio programs of INCUPO, in Argentina. It includes methodological recommendations and instructional material for literacy and primary school mathematics. INCUPO provides adult education in urban and rural areas, meeting the needs of lifelong education and community development. (Abstract.)

Instituto de Radio Difusão Educativa da Bahia (IRDEB). Salvador, 1975, 13 pp. Portuguese. (Abstract--3.)

Instituto Radiofónico Fé y Alegría (IRFA). Quiénes Somos. Caracas, 1974. 20 pp. Spanish.
A report providing general information on educational radio programs prepared by IRFA in Venezuela. IRFA focuses on nonformal education for adults. Program contents are primary education at six levels, dealing with literacy, reading development, writing, mathematics, and social sciences. Study guides were prepared for individual study. Itinerant teachers are responsible for supervision. (Abstract.)

Kirby, Brian. "The First URTNA Conference on Educational Radio and Television, Algiers: 2nd-9th October 1969." Educational Television International, Vol. 3, No. 4 (December 1969), pp. 252-253.
Discussed are the conference's three main aspects: (a) defining the role of radio and television in rural areas at both school and adult levels; (b) studying the adaptation of program method and content in the rural context; (c) examining the training of broadcasters for educational purposes. (Annotation.)

Kreimer, Osvaldo. The Broadcast Education Message: A Theoretical Model for Pragmatic Use by Producers and Researchers. Stanford University: Institute for Communication Research, 1973. 51 pp. English. (Author File. RECORD #207.
The paper emphasizes academic activity for people in no specific setting. Using both radio and television, it reaches a general audience. (Annotation.)

"Los Medios de Información en un Contexto Africano. Evaluación del Proyecto Piloto del Senegal." Síntesis Quincenal, Revue du Cedal, No. 18, 30 September 1974.
A presentation of the development of the project in Senegal organized by UNESCO in 1964 to produce audiovisual materials for education. (Annotation.)

Marsten, Richard B.; Rogers, Donald P. "ATS Alaska Telemedicine Experiment," in Telecommunications Research in the United States and Selected Foreign Countries: a Preliminary Survey. Vol. 2. Springfield, Virginia: National Technical Information Service, U.S. Department of Commerce, 1973.
A brief description of the Alaska project, where radio linked rural native health aides to doctors. Contains technical information on the equipment involved. (Annotation.)

McClean, Lucius. "A Training Centre for the Mass Media: The Catholic Radio and TV Centre in the UK." Educational Television International, Vol. 4, No. 1 (March 1970), pp. 25-30.
Outlines the programs and activities of the Catholic Radio and TV Center for Great Britain, focusing on the planning and financing of its new studio and administration building. (Annotation.)

National Iranian Radio-television. Teheran: NIRT Publication Department, 1972.
Includes information on the coverage of NIRT, the findings of its audience research, rural TV clubs in Iran, and the NIRT news agency. Also gives information on various institutions affiliated with NIRT, e.g., the Institute for cinema and TV, which is a training centre for TV broadcasting; the Theatre Workshop; the Music Workshop; and the Centre for the Presentation and Propagation of Traditional Music. Includes articles of the 1971 legislation which established the National Iranian Radio and TV Organization. (Annotation.) AMIC 003 566.

Nishimoto, Mitoji. Modernization of Education and Educational Broadcasting. Tokyo: NHK Publications Association, 1966. 324 pp. Japanese.
A study of the role and profile of the teacher in the electronic media age. Describes also the history of educational broadcasting in Japan, as well as correspondence education through radio and TV. Comparative studies are done on Japanese educational broadcasting and that of other countries. Includes a discussion of how the broadcasting media should contribute to the development of education in this rapidly changing era of science and technology. (Annotation.) AMIC 002 023.

Noorani, Hafeez. Hello TV! Goodbye Radio? (Wanted: A Mass Media Policy for India.) Bombay, 1973. 5 pp.
The paper discusses the possibilities of elimination of the most available mass medium--radio--in India, due to introduction of rural television via satellite. The problems (e.g., cost of software, rural intrastructure for TV) of making TV effective are also discussed. (Annotation.) AMIC 002 903 d.

Oficina de Servicios para América Latina (OSAL). Creación de la "Asociación Latinoamericana de Educación Radiofónica Aler." II Seminario de Directores de Escuelas Radiofónicas de América Latina. Segunda Parte: discusión de la conveniencia de una asociación de escuelas radiofónicas de América Latina. Sutatenza, Colombia, 1972. 23 pp.
A report on an OSAL meeting of directors of radio schools of twelve Latin American countries. The second section of the report is an analysis of the main problems of educational radio programs in Latin America. It deals with financial needs, financial policy, relations to political power, underlying educational philosophy, objectives, and supervision. Conclusions stress the need for an association of Latin American radio schools. (Abstract.)

Owen, R. ROSLA and After: A Report on a Broadcasting In-service Education Project for Teachers. London: BBC, 1974. 23 pp. English.
This is a report on a multimedia instruction course for teacher improvement in view of the fact that students in the U.K. are remaining in school until they are older. The course uses educational television, educational radio, and supporting reading materials. The course was produced in 1972 by the BBC in cooperation with education authorities and teacher unions. Innovative aspects are the emphasis on the written support for the broadcast media, the degree to which educators were informed and involved, and the mutual reinforcement of broadcasting and group activities. A broader issue of the Project was related to the relevance of the secondary school curriculum to average or low-ability students and to methods suited to stimulate involvement and learning. Problems handled included: coordination of the different production schedules of print, TV, and radio programs in group discussions and open-ended presentations; the expectations of a professional audience used to TV as entertainment; and the training of TV producers through testing of sample presentations in discussions with teachers. ROSLA and After set the pace for other educational series. (Abstract.) 00385 INNO/00G72 826 1974.

Parker, E. Utilization of Satellite Radio for Medical Communication. Stanford, California: Stanford University, Institute for Communication Research, December 1972.

Parker, Edwin B. National Development Support Communication. Stanford University: Center for Communication Research, 1975. 39 pp. English. (Author File. RECORD #160.)

The paper emphasizes academic, family planning, community development, literacy, agricultural practice, health, political awareness, non-agricultural work skills, and non-purposive activities for people in rural and urban settings. Using radio, television, and satellite, it reaches adults and children who are not in school. (Annotation.)

Pedro, R.; Holt, R. "What is Your Fourth Language?" Educational Broadcasting International, London, March 1975. pp. 32-35. English.
Report on a UNESCO project for the promotion of language instruction in the New Hebrides. French course based on sound recordings and illustrated manuals has been developed for use in secondary schools. These materials can also be used as self-instructional aids. Instructional materials centers with language laboratories have been established for teaching French and English. Applying the European experience of multimedia instruction for distant study, the project provides recordings (mostly cassettes) to primary schools. The report discusses the potential interrelationship between educational radio, recordings and print. (Abstract.) 00531 INNO/00180 826 1974.

Prasada, B.; Singh, I. Television, Education and Communication Software Consideration. Society for International Development, Eleventh World Conference, New Delhi, 1969 (mimeo).

Queensland Department of Education. Queensland's Schools of the Air. Brisbane, 1974. 10 pp. English. 00450 INNO/00108 036 1974. (Abstract--14.)

Radio Nepal. Program Schedule. Kathmandu: Dept. of Broadcasting, 1973. 4 pp.
Contains background historical notes on Radio Nepal, and an outline of its broadcasting items, frequencies, and program content. (Annotation.) AMIC 003 252 d.

Radio Santa María. La Experiencia Radio Santa María. La Vega, 1975. 39 pp. Spanish.
A report giving an overview of educational philosophy, educational models, and administrative organization of educational radio programs developed by Radio Santa Maria in the Dominican Republic. To meet the educational needs of a rural population, Paulo Freire's psychosocial method is used. The programs deal with religious education, community development, agricultural training, nutrition, among other subjects, in a context of lifelong education. The document includes some statistical data, illustrates financial needs and financial support, and gives examples of innovative educational methods applied. (Abstract.)

Radio Santa María. Manual del Maestro Corrector. Escuelas Radiofónicas Santa María. La Vega, 1975. 36 pp. Spanish.
This is a teachers' guide in use in educational radio programs for rural areas carried out by Radio Santa María in the Dominican Republic. It outlines some administrative policies and teaching methods. Methodological recommendations deal with activity learning in discussion groups. Radio serves several objectives: motivation for group discussion, provision of instructional materials, and teacher improvement. Program contents refer mainly to literacy and corrective reading and writing. (Abstract.)

Radio Santa María. Método de las Escuelas Radiofónicas Santa María. La Vega, 1975. 10 pp. Spanish. (Annotation--7.)

Radio Santa María. Universidad Para Todos. La Vega: Escuelas Radiofónicas Santa María, 1975. 30 pp. Spanish.
A description of an educational radio program prepared by Radio Santa Maria in the Dominican Republic. This program provides cultural information and cultural activities for rural and urban youth and adults in the aims of lifelong education. Program contents include community education, home instruction, religious education, health education, and work education. Radio programs are accompanied by personal contacts with local communities, group discussions, and different campaigns of community development. (Abstract.)

Radio Santa María. Visión Dinámica del Sistema. La Vega, 1975. 14 pp. Spanish. (Abstract--6.)

Restrepo, M. Evaluación Curso Progresivo. Primera Parte. Bogotá: Acción Cultural Popular (ACOP), documento de trabajo No. 21, 1973. 78 pp. Spanish.
A report giving information on some characteristics of community leaders trained in ACPO's "curso progresivo" in rural areas in Colombia. Information is given on their educational level, social attitudes, and specific skills developed due to ACPO's influence. A 26.2 percent of ACPO's community leaders have reached the fourth grade of primary school. Most of them were registered in educational radio programs of Radio Sutatenza before attending the "curso progresivo." As a result of ACPO's training programs, they show instructional improvement in health education, family education, economics, and agricultural training. (Abstract.)

Robson, M.J. "Question Time: A Radio Science Series for African Primary Schools Evaluated." Educational Broadcasting International, Vol. 6, No. 1 (March 1973), pp. 10-16. (Annotation--3.)

Searle, Barbara. Application of Radio to Teaching Elementary Mathematics in a Developing Country. First Annual Report. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences, June 1974. 99 pp. (Annotation--12.) ED 094 791.

Searle, Barbara W. Instructional Radio: the Nicaraguan Connection. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences. November 1974. 28 pp. Paper presented at the Fiftieh Convention of the National Association of Educational Broadcasters, Las Vegas, Nevada.
Describes the beginnings of a project in Nicaragua, one that uses radio to teach mathematics directly to primary school students. The project is beginning with curriculum development and pilot testing. The author outlines how it is planned to structure the math curriculum and incorporate that into daily radio lessons, the use of observation and response data in the process of lesson production, and an analysis of the broadcast message. (Annotation.) ED 100 307.

Searle, Barbara. The Nicaragua Radio Mathematics Project. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences. Paper presented at the Educational Testing Service, Princeton, New Jersey, September 10, 1975. 20 pp. (Annotation--12.) ED 112 887.

Searle, Barbara, and others. Application of Radio to Teaching Elementary Mathematics in a Developing Country. Second Annual Report. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences, July 1975. 182 pp.
This report describes the activities of the Radio Mathematics Project of the Institute for Mathematical Studies in the Social Sciences (IMSSS) during the 1974-75 fiscal year. The second year of the project, beginning July 1974, was devoted primarily to testing the system and training teachers in Masaya, Nicaragua. (Annotation.) ED 111 666.

Secretaria de Educação e Cultura da Bahia. Instituto de Radio Difusão Educativa da Bahia (IRDEB). Treinamento de professores para o ensino supletivo. Salvador, 1975. Portuguese. (Abstract--12.)

Servicio Radiofónico para América Latina (SERPAL). Discoforos Jurado 13. Montevideo: SERPAL, 1973. 59 pp. Spanish. (Abstract--7.)

Soares, R.H.A. and Brito, V.L.J. Guía de Orientador de Aprendizagem. Salvador: Instituto de Radio Difusão Educativa (IRDEB), 1975. 28 pp. Portuguese.
This is a teaching guide designed to be used by primary school counselors ("orientadores de aprendizagem") in educational radio programs prepared by IRDEB in Brazil. The guide provides general information, methodological suggestions, radio school schedules, and a number of teaching units. Programs contents deal with communication skills and self expression. (Abstract.)

Soifer, Jack. Manual de Teleducação. SUDAM, Manaus, 1974. How to plan, organize, produce, and evaluate educational radio. Main chapters: Why educational broadcasting?; Surveys, planning, and evaluation; Mass media--pros and cons;

The effects of educational broadcasting; Techniques of learning through radio; to keep listeners participating; Radio program forms; Sound sources and equipment; Radio script; Preparing and directing programs.

Theroux, J. "Quality in Instructional Radio." Public Telecommunications Review, December 1976.
The highlights of a seminar held June 3-5 at the University of Massachusetts attended by experienced media researchers and producers from the U.S. and six other countries. Main topics include methods of assessing audience characteristics, the research findings on the relation between program characteristics and audience outcomes, and models of formative evaluation. (Annotation.)

Theroux, J. Instructional Radio Reconsidered: An International Perspective. Presentation Given at the Annual Convention of the National Association of Educational Broadcasters, November 17, 1975. Published in ERIC as ED 119 722. (Annotation—5.)

Theroux, J. "A New Context for Radio Broadcaster Training." Educational Broadcasting International, December, 1976.
A proposal to conduct broadcaster training in the context of a procedure for formative evaluation. Formative evaluation puts the producer in touch with the audience, a learning experience that can guide the producer's design of future programs. (Annotation.)

Trias, J. Acción Cultural Loyola (ACLO). Sutatenza, 1972. 12 pp. Spanish.
ACLO is associated with ERBOL. It was created in 1966 to expand nonformal education in Bolivia. The target population is adults in suburban and rural areas in the Southwest part of the country. Literacy programs focus on a controlled audience of 2,420 listeners. Other programs deal with health education, agricultural training, cooperativism, civics, and recreation. They use mainly radio-theatre in Quechua language. The need for teacher improvement is served by workshops and periodicals. (Abstract.)

UNESCO. New Trends in the Utilization of Educational Technology for Science Education. Paris: The UNESCO Press, 1974. 247 pp. English, French. 00362 INNO/00049 999 1973. (Abstract—7.)

UNESCO Regional Office for Education in Latin America and the Caribbean. MOBRAL: The Brazilian Adult Literacy Experiment. Paris: The Unesco Press, 1975. 70 p. English, French, Spanish. 00536 INNO/00185 999 1973. (Abstract--1.)

Van der Steen, John. "Radio Nederland Training Centre--For Radio and Television Programmed Staff from Countries in Accelerated Development." Educational Television International, Vol. 3, No. 3 (September 1969), pp. 220-222.

Waniewicz, Ignacy. Broadcasting for Adult Education: A Guidebook to World-wide Experience. Paris: UNESCO, 1972. 132 pp. (Annotation--6.)

Welsh, Brian. "Kits for Educational Radio Training." Educational Broadcasting International, Vol. 6, No. 3 (September 1973), pp. 124-128.
A look at the use of educational radio in several developing nations. (Annotation.)

Welsh, Brian W., ed. A Handbook for Scriptwriters of Adult Education. 2nd. revised edition. Bonn: Friedrich-Ebert-Stiftung, 1973. 2 vols.
Contains information on the nature of radio, radio program forms, program content, radio talks, interviews, discussions, radio magazine programs, radio features, and drama. Includes also additional study material consisting of specimen broadcast scripts, as well as a glossary of radio technology and test exercises. (Annotation.) AMIC 003 433.

Yousit, A.M. "Requirements for Radio and Television Broadcasting in the Context of an Arab Space Communication Network." ASBU Review, No. 3, 1974. (Annotation--3.)

11. STRATEGIES: OPEN BROADCAST

Boisschot, H. African Radio and Television Production Center, Tele-Star: Description. Kinshasa, Zaire. April 1969. (mimeo.)
This document briefly describes the beginning of a private television production center in Kinshasa since it was taken over by the government. There is also a reference to the earlier Radio-Star, a private radio production center. (Annotation.)

David, Raymond. "Programming for French Canada." Combroad, No. 24, July-September 1974.
The purpose of this article, by the vice president and general director of French broadcasting on the Societe Radio-Canada, is to describe how the coming of television in Canada in 1952 has accelerated the sociological, political, religious, and most of all, the cultural development of French Canada. (Annotation.)

Direct. "Plaidoyer pour Regionalisation Administrative." Paris, April 1974. p. 25. French.
Availability of television in Belgium is due to its geographic location, giving viewers a choice of 11 channels broadcasting in several languages and, since 1971, in color. Two major stations--La Radio-Television Belge (1960), better known as RTB, and La Belgische Radio-Televisie (BRT)--serve the country. Their division is due to the bilingual character of Belgium. Stations are charged with three goals--information, advertisement, and education. The educational function has been developing since 1962 with the aid of the Ministry of Education. (Annotation.)

Encalada, R. Marco. Contribución de la Radiodifusión al Desarrollo de Ecuador. Un Estudio del Contenido de la Programación Radiofonica Ecuatoriana, Quito, 1974. 114 pp.
A study of the function of radio in Ecuador and the way radio has a part in the development--economic, social, and cultural--of the country. A random sampling method was used. Through a content analysis of the programming, the author concludes that radio does not really take part in any development process nationally, because one radio network does not exist by itself, the stations are not adapted to the audiences, that stations do not have enough power to cover the great rural segment of the population, and because the advertising used alienates the masses of people who live only a marginal existence in terms of the processes of the nation. (Annotation.)

Faulkner, S. Hugh. "In defense of the C.B.C." Combroad, No. 24, July-September 1974.
Reference to a reprint of the speech delivered by the Secretary of State of Canada in February 1974 outlining the principles of the Public Broadcast Television of Canada. It traces the history of the Societe Radio-Canada and the creation of the Canadian Broadcasting Commission in 1938. (Annotation.)

Gratten, Donald. "Les Cinquante Premières Années." Revue de L'U.E.R., Adm./droit, Vol. XXV, No. 6 (November 1974).
The subtitle of this article is "Reflections on the past, present, and future of the first world service of educational radio broadcasting." It is essentially a retrospective and prospective study of the role of the BBC in educational radio. (Annotation.)

Instituto de Radio Difusão Educativa da Bahia (IRDEB). Difusão Cultural. Salvador, 1975, 5 pp. Portuguese.
This is a project of cultural radio broadcasting prepared by IRDEB in Brazil for implementation in 1975. The program considers an open audience;

a number of goals will be served, such as public utility information, cultural extension, music education, folklore, and others. A supervision system is designed to assess the interest of the listeners in the program. (Abstract.)

Instituto de Radio Difusao Educativa da Bahia (IRDEB). Educação Sanitaria. Salvador, 1975. 4 p. Portuguese.
This is an educational radio program prepared by IRDEB in Brazil which provides health education to an open audience. The program focuses on hygiene, first aid, disease control, and nutrition. The target audience is adults in 244 local communities in the State of Bahia. (Abstract.)

Instituto de Cultura Popular (INCUPO). Estudio de Audiencias; Provincias de Santa Fé y Corrientes. Reconquista: INCUPO, 1973. Spanish. Abstract--8.)

John Eustace. "People Favor Dialect in Media." Caribbean Journal, Vol. 1 No. 1. (Annotation--8.)

Lesotho Distance Teaching Centre, "An Experiment With Educational Radio Spots", L.D.T.C., P.O. Box 781, Maseru, Lesotho, 1976. 8 p. English.
Report on the use of radio spot announcements to carry nutritional messages and promote a Cookery Booklet being distributed by Catholic Relief Services.

Rivas, J.E. El Instituto Venezolano de Teleducación (IVT). Caracas. IVT 1972. 13 p. Spanish.
Educational radio programs prepared by IVT in Venezuela aim at expanding home instruction among the urban population. This report outlines educational philosophy, objectives, human resources, and financial needs of IVT. Radio schools with a controlled audience are used in literacy and primary education programs; cultural broadcasts serve open audiences in community education, physical education, art education, and others. (Abstract.)

Schramm, Wilbur. The INTE Project: Peru's Mass Media Development Project. Stanford: Institute for Communication Research, 1969.

Secretaria de Educação e Cultura da Bahia. Instituto de Radio Difusão Educativa da Bahia (IRDEB). Informação Profissional Pelo Radio. Salvador, 1975. Portuguese.
Document describing an educational radio project prepared by IRDEB in Brazil. It focuses on occupational information including suitable documentation, basic legislation, vocational counseling and local professional training facilities. In all, 66 radio programs will be offered to a noncontrolled audience. (Abstract.)

Soifer, Jack. Attitudes and Utilization of Mass Media in Rio de Janeiro. Initial report, Manaus, 1975 (in press).
Survey on day time hours per week and kind of programs consumed by population who had completed junior high school education in Rio de Janeiro. Their attitudes toward radio, TV, newspapers and schools using a semantic differential scale, validated by Dr. Pfromm Netto in Sao Paulo. (Annotation.)

Theroux, James M. "The Quiz Show: A New Tool for Education." Educational Technology, Vol. XV, No. 1 (January 1975).
This article explores the uses of radio and television quiz shows for education. The author describes formal criteria and regulations for the production of such educational radio and TV games. Finally, the author describes one use of radio games in a university course in elementary hygiene at the University of Massachusetts. (Annotation.)

Theroux, J.; Gunter, J. "Open-Broadcast Radio: Three Strategies." Radio for Education and Development. E. McAnay and P. Spain, eds. Available from the Nonformal Education Center, University of Massachusetts, Hills

House South, Amherst, Massachusetts 01002.
The authors argue that the typical uses of radio fail to take advantage of the power of the medium to reach the masses. They propose three illustrative formats which can reach and teach without the highly developed infrastructure required for organized listening groups. (Annotation.)

Taborga, M.L. Alfabetización Radiofónica de Acción Cultural Loyola, ACLO Sucre, 1974. 16 p. Spain.
A report providing information on literacy campaigns by radio carried out by ACLO in 1974 in Bolivia. At the time of the report, 2,695 adults were registered in ACPO's literacy programs in 188 rural communities. Other programs dealing with community education and agricultural training, serve a noncontrolled audience of 80,000 listeners. (Abstract.)

Trias, J. Acción Cultural Loyola (ACLO). Sucre: ACLO 1972. 12 p. Spanish
This is a report on educational radio programs prepared by ACLO in Bolivia. Two types of programs are carried out. Functional literacy courses control an audience of 2,420 adults in 85 rural communities; open broadcasting offers several programs dealing with health education, agricultural education, civics, recreational activities, and ethics. (Abstract.)

Telescuela Popular American (TEPA). Proyecto de Consolidación del Centro de Teleducación para el Desarrollo. Araquipa, 1968. 12 pp. Spanish.
A report describing the aims and educational radio programs of TEPA in Peru - TEPA is a private organization working in the field of nonformal education for children, youth and adults in the Province of Arequipa. Program contents deal with fundamental education, community development, and training for community leaders. An open audience is considered. (Abstract.)

12. STRATAGIES: INSTRUCTIONAL

Akintayo, Olusola. "Schools Broadcasting in Nigeria." Combroad, No. 24, July-September 1974.

Ali-Khan, Ansar. "People's Open University in Pakistan." Educational Development International, Vol. 2, No. 4 (October 1974).
The article describes the Open University established by the Pakistani government as an experimental means of nonformal education. Also included is a description of the objectives and functions of the University, which teaches through radio and television broadcasts in conjunction with correspondence courses. (Annotation.)

Ball, John C.H. "Beginning Science: A Radio Series for Primary Schools in Africa." Educational Broadcasting International. Vol. 5, No. 2 (June 1971), pp. 79-82.
The adaptation of a British primary school radio series to Kenya, written by the director of the project. (Annotation.)

Ball, John C.H. "School Radio: The Future. Part 1: Radiovision and Tape Recorder." Educational Broadcasting International, Vol. 7, No. 1 (March 1974). pp. 28-31.
The author, experienced in educational broadcasting in Kenya, deals with the question: What role can radiovision and tape recorders play in a classroom? He gives the advantages and disadvantages of use in developing countries. He defines the role of educational broadcasting on open circuits versus taping programs that can be replayed. (Annotation.)

Ball, John C.H. "School Radio: The Future. Part 2: Producing Programs for Schoolchildren (with special reference to the African scene)." Educational Broadcasting International, Vol. 7, No. 2 (June 1974), pp. 101-106. (Annotation--3.)

Ball, John C.H. "School Radio: The Future. Part 3: In the Classroom and Aspects of Training." Educational Broadcasting International, Vol. 7, No. 3 (September 1974), pp. 137-141. (Annotation--6.)

Ball, John C.H.; May, J.P. "Health Education Radio Lessons for Primary Schools: Some Further Problems." Educational Broadcasting International, Vol. 5, No. 4 (December 1971), pp. 233-237.
Describes a series of tests on the form and value of health education radio lessons. Although not conclusive, the results highlight important questions, especially: Are these teaching aids suitable for use in the area and for the students concerned? (Annotation.)

Barba, Alma A. "Project Move Ahead." Audiovisual Instruction, Vol. 14, No. 10 (December 1969), pp. 34-35.
Outlines Project Move Ahead, a public school program in the United States designed to improve communication skills and enhance the self-image of migrant and permanently based children in agrarian communities. (Annotation.)

Barrett, Hugh. "Health Education--A Campaign for Radio Study Groups in Tanzania." Educational Broadcasting International, Vol. 7, No. 2 (June 1974), pp. 90-92. (Annotation.)

Barrett, Hugh. "MTU NI AFYA--Health Education by Radio in Tanzania." Combroad (London), 21 (October-December 1973). pp. 37-38.

Camus, J.; Baéza, O. La Radio en la Escuela, Método Audiovisual de Enseñanza. Lo Barnechea, Chile: Centro de Perfeccionamiento, Experimentación, e Investigaciones Pedagógicas (CPEIP), 1974. 83 pp. Spanish. (Abstract--8.)

Center for Educational Development Overseas; Commonwealth Secretariat. The Schools Broadcasting Service. British Solomon Islands, 1974. English. 00370 INNO/00057 990 1974. (Abstract--10.)

Defever, Armand. "La Radiovisión Agrícola." In Seminario Nacional de Radiodifusión Rural, Bogotá, 29 de Noviembre a 11 de Diciembre de 1971. Informe preliminar. Bogotá: FAO, Ministerio de Agricultura, (Documento C-17), 1971. 6 pp. (Agricultural Radiovision.)

Dinah, Jacques; Swaleh, Peerally. "La Radiovision: Nouveau Medium Audiovisual." Journal of Mauritian Education, No. 3, July 1973.
Twenty primary level schools on the island of Mauritius have used radiovision since September 1972. The method consists of a pre-recorded commentary lasting about 20 minutes, supplemented by black-and-white photos that are shown to the class during the lecture. (Annotation.)

Direct. "Co-operation entre Etablissements Publics et Privés." Paris, May 1974. p. 79. French.
The Indiana Higher Education Telecommunications System promotes the cooperation of public and private institutions for higher education. Sharing of costs, equipment, and materials in broadcasting to five cities with the objective of combining and serving all institutes of higher learning in the state. (Annotation.)

Direct. "Une Disponsibilité Limitée." Paris, February 1975. p. 25. French.
This article starts by referring to Wilbur Schramm's Big Media, Little Media, pointing out the difficulty of evaluating the quality of education. Recognizing that different media are more effective in different circumstances, it is impossible to create a hierarchy of instructional effectiveness. The inadequacy of standardized tests to measure the effectiveness of media is due partly to the fact that education cannot be measured by amounts of knowledge learned or required time. It is rather a transformation of a person who will subsequently interact in society. This result cannot be easily measured or evaluated. The article discusses various media and the probable benefits of their use in the classroom, based on the way they can be adapted to the ongoing instruction. Availability of materials is a large factor in choosing media. Problems arise when teachers do not receive their "first choice" of films, for example, or they cannot preview a television broadcast, or when insufficient information is given from existing resources, and so forth. Other factors such as costs are also considered. (Annotation.)

Direct. "La Necessite d'uné Approche Systematique." Paris, January 1975. p. 1. French.
During its first year of publication, Direct has tried to examine specific media in an attempt to clarify concepts associated with each, and to explore the potential uses of each medium. It is now the time to examine various media in relation to each other and follow-up discussion among themselves. Description of DISSOO--started in December 1968. Among TV, film, and radio, radio is the most successful and adaptable to the needs of Senegal, particularly in the rural areas. (Annotation.)

Direct. "Les Principes de l'Education à Distance." Paris, January 1975. p. 9. French.
A description of the characteristics of the Open University and its advantages for education today. This type of education does not limit itself to specific locations such as classrooms and certain times and ages. The article presents the development of the Open University which provides a very flexible system available to a large number of people. It is pointed out that this method provides the means for true individualized instruction that can be tailored to many specific needs. (Annotation.)

Direct. "La Radioprimeria Experimental." Paris, October 1974. p. 172. French.
Summarizes the work in Mexico using radio as a supplement to rural primary schools--the radioprimaria experiment. (Annotation.)

Direct. "La Radiovision." Paris, October 1974. p. 173. French.
The mixing of radio and multimedia makes it possible for different senses of the individual to be involved. Radio can be mixed with television and film. Radiovision, a technique uniting images and sound, uses black-and-white photos accompanying radio broadcast pictures. OFRATEME (L'office francais des techniques modernes d' education) has promoted this technique since 1961. Used generally in elementary

school education. In 1972, radiovision was revived in France. Used experimentally on the island of Mauritius in 1973 and 1974, and in Africa for adult education. Concludes with a description of radiovision service available from OFRATEME. (Annotation.)

Direct. "L'Open University Britannique." Paris, January 1975. p. 11. French.
The Open University of Great Britain is discussed in this article. The description includes admission requirements, areas of study, the various methods of instruction utilizing many different media, and the division of courses and requirements for course credits. Included is a description of the relationship between the media and their effectiveness. Much emphasis is placed on radio broadcasting because of its flexibility and the ability to integrate it with other instructional materials. (Annotation.)

Direct. "Les Systèmes Multi-media Utilisés pour L'Education des Adultes." Paris, January 1975. p. 14. French.
To have an educational system that could meet the changing needs of the people of Quebec, reforms were suggested and instituted throughout the 1960s. The TELVEC project was begun in 1967 to provide adult education by means of closed-circuit television. This article describes the establishment and working of the project. This pilot project ended in 1969, to be followed by the Multi-media Program for Adult Education. The second part of the article is concerned with that program, as established in Quebec in 1971. The evaluation of this project was to be made during the summer of 1975. (Annotation.)

Direct. "Techniques Visuelles dans le Développement." Paris, June 1974. p. 69. French.
The use of visual aids helps understanding of spoken words. That is why some countries engaged in rural development are using visual techniques. Radiovision is a combination of black-and-white photographs shown during a radio broadcast. The pictures are produced and sent out by the station. The broadcast commentary gives signals for when it is time to change pictures. Radiovision has been used for 10 years in Central Africa to teach reading and writing. Another technique is television, as used in India, Senegal, Tunisia, and the Ivory Coast. Film is less appropriate for rural development. (Annotation.)

Direct. "La Vulgarisation Agricole en Tunisie." Paris, June 1974. p. 76. French.
After experimenting with radio and television for agricultural education, Tunisia is now using videocassettes. This medium has adapted well to the needs of the rural sectors with its flexibility. (Annotation.)

Forsythe, R. Instructional Radio: A Position Paper. Stanford, California: ERIC Clearinghouse, Stanford University, 1970.
Describes a number of instructional radio projects, with a view to showing the nature, scope, and functions of radio as they relate to instructional applications. (Annotation.)

Fundação Movimento Brasileiro de Alfabetização (MOBRAL). Gerencia Pedagogica. Projeto de Treinamento de Alfabetizadores Pelo Radio. Rio de Janeiro, 1974. 74 pp. Portuguese. (Abstract--10.)

Hall, B.L.; Dodds, T. Voices for Development: The Tanzanian National Radio Study Campaigns. International Extension College, Broadsheets on Distance Learning, Cambridge, 1974.
An historical account of the development of the strategy of organized group-listening to radio study campaigns in Tanzania, culminating in 1973 with a massive nationwide campaign on Health Education. (Annotation.)

Hall, B.L.; Dodds, T. Voices for Development: Tanzania's Radio Study Group Campaigns. Cambridge: International Extension College, 1974.

Hall, B.L.; Zikambona, C. "An Evaluation of the 1973 Mass Health Education Campaign in Tanzania" Studies in Adult Education, No. 12. Dar es Salaam: Institute of Adult Education, 1974.

Hall, Budd. "Provision for the Poorly Educated Rural Areas." Adult Education, Vol. 46, No. 4 (November 1973), pp. 254-259.
Traditional university adult education is seen as catering to the elite in contrast to a university radio study group campaign which proved far more effective in reaching the less well educated and financially insecure rural inhabitants of Tanzania, and which promises to help break down social strata rather than reinforce them. (Annotation.)

Hawkridge, David G. The Open University in the Third World. 1973. 14 pp.
The British Open University is described in the first section of this paper as a multimedia system for teaching at a distance. Details are provided on the texts and other materials mailed to the students, on the radio and television broadcasts provided by the British Broadcasting Company, and on the auxiliary sources of assistance offered to the students. (Annotation.) ED 083 829.

Himmel, E. and Bohm, M.T. Proyecto de Evaluación de la Radiovisión Educativa. Santiago: Universidad de Chile, Instituto de Investigaciones Estadísticas, 1975. 17 pp. Spanish. (Abstract--3.)

Hulsen, A.L. "Radio Education in Korea." Educational Broadcasting Review, Vol. 1, No. 2 (December 1967), pp. 43-46.
Descriptive of efforts in South Korea, where instructional radio has been encouraged for all schools. (Annotation.)

Instituto Costarricense de Enseñanza Radiofónica (ICER). Informe Sobre el Instituto Costarricense de Enseñanza Radiofónica. San José: ICER, 1975. 3 pp. Spanish.
A report on educational radio programs carried out by ICER in Costa Rica. Programs, called "El Maestro en Casa," offer primary education to adult students in order that they may obtain primary school certificates given by the Ministry of Education. Radio courses are 45 minutes long; two levels of students are taught at the same time, with the aid of written instructional materials sent weekly to listeners. Programs are broadcast on local stations. (Abstract.)

Instituto de Radio Difusão Educativa da Bahia (IRDEB). Projeto de Difusão de Curriculo na Escola de 1º Grau. Salvador, 1975. 7 pp. Portuguese.
One of the projects prepared by IRDEB, in Brazil to serve the needs for teacher improvement in the State of Bahia. The project aims at expanding the principles and methods of primary education through educational radio broadcasting, with the aid of written materials. The target population consists of 12,000 teachers in a controlled audience. The project will reach 244 state communities. (Abstract.)

Instituto de Radio Difusão Educativa da Bahia (IRDEB). Treinamento e Reciclagem de Orientadores de Aprendizagem. Salvador, 1975. 10 pp. Portuguese.
An educational radio program of counselor training prepared by IRDEB in Brazil. The "orientadores de aprendizagem" are responsible for the instructional improvement of radio school pupils registered in primary education courses. The program aims at retraining 170 primary school counselors during 40 hours of learning activities. (Abstract.)

Instituto Radiofónico Fé y Alegría (IRFA). Quiénes Somos. Caracas, 1974. 20 pp. Spanish. (Abstract--10.)

Internationales Zentralinstitute fur das Jugend-Und Bildungs Fernsehen. Multimedia Systems in Adult Education--12 Projects in 9 Countries. Munich, 1971.
A collection of case studies on educational projects in Europe, Japan, and America in some of which radio was linked to printed materials and study groups to form the basis of multimedia teaching systems. (Annotation.)

Leslie, Joanne. Instructional Radio for Developing Countries. Unpublished paper. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences, 1971.
The paper summarizes a number of cases where radio has been used for school instruction, and makes suggestions for future use. (Annotation.)

Kassam, Yusuf O. "Towards Mass Adult Education in Tanzania: The Rationale for Radio Study Group Campaigns." Literacy Discussion, Vol. 6, No. 1 (Spring 1975), pp. 79-94.
Examines the suitability and effectiveness of the radio study group campaigns. The radio programs combine written study materials and group discussion under the guidance of a trained study leader. Ideological and pedagogical rationales, educational impact, coordination of resources, cost, and its success with illiteracy are discussed. (Annotation.)

Kimmel, Paul; and others. ITV and Education of Children of Migrant Farm Workers, Indians, and Inner-City Poor: Cross-Cultural Comparisons of International Uses of Media. Volume II: Case Studies. Washington, D.C.: American University, Development Education and Training Research Institute, January 1971. 192 pp.
Four in-depth case studies are presented here: Educational radio and television in Australia, ITV in Israel, the Nippon Hoso Kyokai (NHK) Gakuen (high school) program in Japan, and educational radio in New Zealand. These case studies provide detailed information on the functioning of each program. This appraisal goes beyond appraising radio's potential for the educationally disadvantaged in the United States; it completely describes the program and its place in the educational system of the country as a whole. (Annotation.) ED 050 571.

Kincaid, R. Thomas. Some Applications of Television and Radio to the Teaching of English as a Second Language in Northern Nigeria. Washington, D.C.: Agency for International Development, November 1967. 20 pp.
Presents a description of the activities, accomplishments, host government contributions, problems, and recommendations made concerning the two-year project (November 1, 1966 to 1967) in which television and radio were used as media for teaching English as a second language in northern Nigeria. (Annotation.) ED 018 804.

King, Peter M. "Wall Posters for Kenyan Schools Radio Courses." Educational Television International, Vol. 4, No. 3 (September 1970), pp. 197-200.
Discussed in brief is the popularity of wall posters as a supplement to educational radio broadcasts in Kenya. Reproductions of several posters are included. (Annotation.)

Kinross, F. "An Experiment in Teaching English by Radio in Primary Schools in Ghana." Teacher Education, No. 3 (1961), pp. 36-43.
Radio was found successful in this limited experiment. (Annotation.)

Kinyanjui, Peter. "Radio/Correspondence courses in Kenya: An evaluation." Educational Broadcasting International, Vol. 6, No. 4 (December 1973), pp. 180-187.
An earlier version of the material by Mr. Kinyanjui, expanded and updated in this volume.

Klongan, G. Radio Listening Groups in Malawi, Africa. Ames, Iowa: Iowa State University, Rural Sociology Dept., Report #70, 1967.

Krival, A.S., and others. Project Report: Radio/Correspondence Education Project. No. 615-11-650-129. USAID/UWEX (Kenya). Part I: Administration (Krival); Part II: Evaluation (Thiede). Madison, Wisconsin: University of Wisconsin, Extension Division, 1970-71.
Report on the Kenya radio correspondence project by the American chief of party. (Annotation.)

Mansfield, N. "School Broadcasting in Teaching English as a Second Language." Educational Broadcasting International, 5, December 1971, pp. 265-268.
Cites suitable and unsuitable items for radio teaching, based on experience in Fiji. (Annotation.)

McAnany, E.G. El Papel de la Radio en el Desarrollo: Cinco Estrategias de Utilizacion. Bogota: ACPO documento de trabajo Nº 27, 1974. 58 pp. Spanish. (Abstract--13.)

Medard, B. "Teaching French by Radio." South Pacific Bulletin, April 1962, pp. 28-30.

Meyer, G. "Science by Radio and Television in a Developing Country--Mauritius, a Case Study." Australian Science Teachers Journal, 16 (August 1970), pp. 21-27.

Owen, R. ROSLA and After: A Report on a Broadcasting In-service Education Project for Teachers. London: BBC, 1974. 23 pp. English. 00385 INNO/00072 826 1974. (Abstract--10.)

Parker, Lorne A. "Educational Telephone Network and Subsidiary Communications Authorization: Educational Media for Continuing Education in Wisconsin." Educational Technology, Vol. XIV, No. 2 (February 1974). (Annotation--1.)

Pedro, R.; Holt, R. "What is Your Fourth Language?" Educational Broadcasting International. London, March 1975. pp. 32-35. English. 00531 INNO/00180 826 1974. (Abstract--1.)

Poland. Ministry of Science. Higher Education, and Technology. Conference of Ministers of Education of European Member States: Answers to Questionnaire EP/4114/4. Warsaw, 1973. 59 pp. English.
Official report from Poland for the 2nd Conference of Ministers of Education of European Member States convened by UNESCO on the theme of higher education. It has information on student enrollment by subjects of study for 1975-90 and refers to the participation of higher school students and teachers in the field of scientific research. It also mentions vocational secondary schools based on correspondence courses, educational radio, and educational television. Special reference is made to adult education and lifelong education in the context of higher education. (Abstract.) 00426 SIRE/00294 616 1973.

Remtulla, Khatun; Barrett, Hugh. Towards Mass Education. Lusaka, Zambia: African Adult Education Association, April 1971. Paper presented at Conference of the African Adult Education Association, University of Dar es Salaam, Tanzania. 17 pp.
Instruments directed toward mass education in use or soon to be in use in Tanzania are discussed. These include radio, radio with the addition of written study aids, or a combination of these with correspondence instruction. (Annotation.) ED 050 321.

Rivas, J.E. El Instituto Venezolano de Teleducación (IVT). Caracas: IVT, 1972. 13 pp. Spanish. (Abstract--12.)

Robson, J.J. "Question Time: A Radio Science Series for African Primary Schools Evaluated." Educational Broadcasting International, Vol. 6, No. 1 (March 1973), pp. 10-16. (Annotation--3.)

Searle, Barbara. Application of Radio to Teaching Elementary Mathematics in a Developing Country. First Annual Report. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences, June 1974. 99 pp.
Reports on a pilot study being conducted in Nicaragua that is designed to investigate the use of radio for elementary mathematics instruction in underdeveloped countries, to evaluate a prototype system, to develop a methodology for producing radio instructional materials, and to foster in the host country the ability to sustain the project itself. (Annotation.) ED 094 791.

Searle, Barbara. The Nicaragua Radio Mathematics Project. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences. Paper presented at the Educational Testing Service, Princeton, New Jersey, September 10, 1975. 20 pp.
In July 1974, a project in Nicaragua began with a series of radio presentations each followed by 20 minutes of teacher-directed activities. No textbooks were used; a worksheet was followed during the broadcast, and oral and physical responses were given. Songs and games were included in the programs for a change of pace, but unembellished mathematical work also kept the children's attention. Provisions were also made for initial and continuing teacher training, testing and evaluation, and revision of the program. (Annotation.) ED 112 887.

Searle, Barbara W. Instructional Radio: The Nicaraguan Connection. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences. November 1974. 28 pp. Paper presented at the Fiftieth Convention of the National Association of Educational Broadcasters, Las Vegas, Nevada. (Annotation--10.)

Searle, Barbara W. Site Selection Process: Radio Mathematics Project. Stanford, California: Stanford University, Institute for Mathematical Studies in the Social Sciences, February 1974. (Annotation--6.)

Secretaria de Educação e Cultura da Bahia. Instituto de Radio Difusão Educativa da Bahia (IRDEB). Projeto de Difusão do "Curriculo na Escola de 1º. Grau." Salvador, 1975. Portuguese.
This project of IRDEB in Brazil aims at expanding objectives, curriculum, and methods of educational reform among 12,000 primary school teachers and supervisors. The program consists of 90 radio emissions with instructional materials. The audiences will be controlled, and their behavior changes and learning processes will be assessed. (Abstract.)

Secretaria de Educação e Cultura da Bahia. Instituto de Radio Difusão Educativa da Bahia (IRDEB). Treinamento de professores para or ensino supletivo. Salvador, 1975. Portuguese.
An IRDEB report describing a project of educational radio in teacher improvement in Brazil. Teachers will be retrained in methods of remedial instruction, adult characteristics, educational psychology, and legislation concerning adult education programs in Brazilian educational reform. An audience of 1,200 teachers will be controlled. Radio emissions will be accompanied by written instructional materials. (Abstract.)

Servicio Radiofónico para América Latina (SERPAL). Discoforos Jurado 13. Montevideo: SERPAL, 1973. 59 pp. Spanish. (Abstract--7.)

Spain, P.L. A Report on the System of Radioprimaria in the State of San Luis Potosí, México. Stanford: Stanford University, Institute for Communication Research, March 1973, 130 pp.
A project called "radioprimaria" is bringing classes by radio to fourth, fifth, and sixth grades in a rural area of Mexico to make up for the lack of teachers in these grades. Even though the project was largely unsupervised and plagued with disorganization and equipment problems, children taught with radio did as well as children in the traditional classes, as measured by achievement scores. (Annotation.) ED 077 187.

Tahar, El Arbi. "Literacy in Tunisia: Educational Radio and Television for Adults." Literacy Discussion, Vol. 2, No. 1 (Winter 1971), pp. 71-82.
The national campaign for literacy in Tunisia provides television broadcasts completed by radio programs. Adults listening to the broadcasts belong to organized centers, with qualified instructors; to semi-organized centers in the hands of national organizations; or to family centers providing instructional materials. (Annotation.)

UNESCO. New Trends in the Utilization of Educational Technology for Science Education. Paris: The UNESCO Press, 1974. 247 pp. English, French. 00362 INNO/00049 999 1973. (Abstract--7.)

UNESCO. Radio Primaria en México. Santiago: Oficina Regional de Educación para América Latina y el Caribe, 1975. 4 pp. Spanish.
"Radio Primaria" is a project of the Ministry of Education of Mexico, aiming at providing primary instruction by means of educational radio. The target population is pupils of urbar and rural schools near San Luis de Potosi. At the time of the report, the project reached 74 schools with 3,275 pupils registered. Program contents deal with national language, primary school science, mathematics, geometric concepts, history, civics, and geographic concepts. Instructional materials include a journal, charts, textbooks, and copy books. (Abstract.)

Universidad de Chile, Sede Valparaiso. Superintendencia de Educación Pública. Plan Experimental de Radiovisión Educativa. Santiago, 1975. 45 pp. Spanish. (Abstract--7.)

Wagner, Gertrud. Le Cours Radiophonique "Economie Vivant," in Systèmes Multimedia dans l'Education des Adultes. Munchen, 1971.
A detailed description of a course on business economy through radio, in Austria. (Annotation.)

Watts, Frank. "Australia's School of the Air." EBU Rev., Part B--Gen. Leg., 121B (May 1970), pp. 32-35.
The Director of Education for the Australian Broadcasting Commission outlines the various programs, built around a two-way radio network, used to personalize education for the lonely child isolated in Australia's outback. (Annotation.)

13. STRATEGIES: FARM FORUM

Ables, H.A. Radio Farm Forum in the Philippines: A Proposal for Pilot Study, Research Paper. East Lansing: Michigan State University, Department of Communication, 1966.

Ahmed, Manzoor. Farmer Education Program of the Office of Rural Development in the Republic of Korea. ICED Case Study No. 5. Essex, Connecticut, July 1972.
In the Republic of Korea, the Office of Rural Development adapted a multimedia approach, using--in addition to extension workers--farm radio broadcasts, films, posters, bulletins, and a farm journal. Though little systematic effort has been made to determine the impact of these media, or even to find out who is listening to the broadcasts and how they feel about them, such evidence as is available suggests that they have had significant influence. (Annotation.)

Beltran, L.R. Radio "Forums" and Radio "Schools" in Rural Mass Education for National Development. Stanford University: Institute for Communication Research, 1969. 82 pp. English. (Author File. RECORD #159.)
The paper emphasizes academic, community development, literacy, agricultural work skills, and religion activity for people in rural settings. Using radio, it reaches adult level audiences who are out of school but are in an organized group. It is particularly relevant to India and El Salvador. (Annotation.)

Brockhall, F. Radio as an Agricultural Extension Aid in Papua, New Guinea. South Pacific Bulletin, Third Qt., 1970.

Center for Educational Development Overseas. Radio Farm Forums and Literacy Broadcasting, Zambia: Commonwealth Secretariat, 1974. English
One of the case studies illustrating the use of instructional media in the Commonwealth deals with the educational radio and functional literacy project--Radio Farm Forums--promoting rural development in Zambia. The Rural Information Services, a department of the Ministry of Rural Development, are responsible for the program. The motto of the forums is Listen, Discuss, Act. Tropical farming or literacy programs in the local vernacular are broadcast to listening groups of farmers in remote villages. The discussion following the broadcast is reported in detail on a form that is sent to provincial and Ministry headquarters. These are systematically analysed and used as a guide in designing programs and improving the two-way channel of communication. The Forums are only one element in a systematic information dissemination service. Also included are posters, publications, press releases, agricultural shows, and broadcasts that reinforce each other. (Abstract.) 00371 INNO/00058 999 1974.

Coleman, W.F.; Opoku, A.A.; and Abell, Helen C. An African Experiment in Radio Forums for Rural Development: Ghana, 1964-1965. Paris: UNESCO Reports and Papers on Mass Communications, No. 51, 1968.
Report of a major UNESCO project, which sets a standard for certain types of rural programming. (Annotation.)

Direct. "La Tribune Radiophonique Rurale de Dahomey." Paris, June 1974. p. 70. French.
Descriptive of the radio forums in Dahomey. Begun in 1968, by 1972 they were in one-third of the villages. Contents deal with understanding modern techniques, health, hygiene and the rational plan. One 30-minute broadcast per week (in 10 languages) forms the basis for discussions directed by an animateur in each village. (Annotation.)

Direct. "Le Developpement Rural de Inde." Paris, June 1974. p. 72. French.
Reflections on the politics and strategies of rural development in India. Describes the beginning of the radio forums in 1956 with bi-weekly broadcasts to 144 villages where groups of about 20 gathered to hear programs on agriculture, health,

and domestic economy. In 1959, it was decided to spread the project over all of India. Extending the forum was slow and difficult, due to the 550,000 villages speaking 100 different dialects. Now the authorities of India have chosen to accelerate rural development by using a satellite for communications. The Satellite Instructional Television Experiment (SITE) began in 1975, with an American satellite. Special antennas will be installed in villages and villagers will receive programs on family planning, new methods in agriculture, integration of different linguistic communities, and acceleration of social evaluation. The one-year experiment is confined to pilot areas, and will be evaluated for future direction. (Annotation.)

Douglass, John. Notas Sobre Radiodifusión Agrícola. Roma: FAO, 1965. 59 pp. (Notes on Agricultural Radio Broadcasting.)

Faris, Ronald L. Adult Education for Social Action or Enlightenment: An Assessment of the Development of the Canadian Association for Adult Education and its Radio Forums from 1935-1952. Toronto: University of Toronto, Ph.D. dissertation, 1971.

Fett, John H. Communicating with Low-Income and Low Education Farmers in a Developing Country. Madison: University of Wisconsin, Department of Agricultural Journalism, January 1971. Paper presented at NCR-44 Regional Meeting on Mass Communication Research, University of Illinois, Urbana, Illinois. 31 pp.
Selected findings from a number of communication research projects conducted by, or in collaboration with, the Economic Studies and Research Institute (IEPE), Federal University of Rio Grande do Sul, Brazil, are reported. (Annotation.)
ED 073 347.

Fewster, Jean. Radio Farm Forums: The Development of this Technique and its Use Today in Developing Countries. Madison: University of Wisconsin, Department of Agricultural Journalism, 1965.

Fierro G. Luis Humberto; Alba Robayo, Vincente. Datos Básicos Sobre Radiodifusión Agropecuaria en Colombia. Bogotá: Instituto Colombiano Agropecuario, Programa de Comunicación de Masas, 1974. 41 pp. (Basic Data on Agripecuary Radio Broadcasting in Colombia.)

Hilbrink, Albert; Lohmann, Manfred. "Are Rural Radio Forums Dying in Indonesia?" Media Asia, Vol. 1, No. 3 (1974), pp. 37-40.
A discussion of problems found in Indonesia. The result of the research of a German study team. (Annotation.)

Jain, N C. An Experimental Investigation of the Effectiveness of Group Listening, Discussion, Decision, Commitment, and Consensus in Indian Radio Forums. East Lansing, Michigan: Michigan State University, Ph.D. dissertation, 1969. Available from: University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. (Order No. 69-16,149.)
The influence of group radio listening, discussion, decision, and commitment on attitude change in radio forums. Paper (summarizing a doctoral dissertation) for International Communications Division, Association for Education in Journalism, Berkeley, California, August 22-25, 1969. The general finding is that the theoretical concept of radio forums and the predicted role of group discussion, group decision, and public commitment is rather well supported by the data. (Annotation.)

Jain, N.C. Some Social-psychological Factors Related to the Effectiveness of Radio Forums. East Lansing, Michigan: Michigan State University, Dept. of Communication, 1968.

Kamath, M.G. Farm Broadcasting in India. Indian Journal of Adult Education, Vol. 35, No. 10 (October 1974), pp. 57-59.

Khan, Abdul. Functional Relevance of Local and Central Radio Broadcasts of Agricultural Information in India. Unpublished Ph.D. dissertation, University of Wisconsin, 1972.

Koshy, T.A. Report on the Indian Workshop on Functional Literacy. Literacy Discussion, Vol. 2, No. 1 (Winter 1971), pp. 119-125.
Reports on the National Workshop on Functional Literacy Project under the Integrated Program of Farmers' Training and Functional Literacy, held at New Delhi from January 11 to 19, 1971. (Annotation.)

Mathur, J.C.; Neurath, P. An Indian Experiment in Farm Radio Forums. Paris: UNESCO, 1959.
A good description of the early Indian experience, showing the possibilities of media that has organizational support. (Annotation.)

McAnany, E.G. El Papel de la Radio en el Desarrollo: Cinco Estrategias de Utilizacion. Bogota: ACPO Documento de Trabajo. No. 27, 1974. 58 pp. Spanish.
Case studies on educational radio programs in developing countries, including several programs carried out in Latin America. In reviewing these programs, the author examines their strategies, and formulates 5 types dealing with open broadcasting, instructional radio, radio rural forums, radio schools, and radio and animation. The study analyzes factors favoring the adoption of educational radio programs in developing countries--low cost and wide expansion. The author concludes that, in spite of their potential, these programs are lacking in cost effectiveness studies and reliable evaluation. (Abstract.)

Natesh, A.M. Radio Rural Forums in Zambia. Paris: UNESCO, 1968.

Neurath, Paul M. "Radio Farm Forums as a Tool of Change in Indian Villages." Economic Development and Cultural Change, 10 (1962), pp. 275-283.
A field experiment, comparing the knowledge increase among peasants who lived in (1) villages with radio forums; (2) villages which had radios, but no forums, or (3) villages with neither radio nor forums. Forum villages exhibited a much greater gain in knowledge than the others. (Annotation.)

Nicol, J.; Shea, A.; Simmins, G.; and Sim, R., eds. Canada's Farm Radio Forum. Paris: UNESCO, 1954.
Canada orginated farm forums, and also first showed the benefits of organized radio-listening. This is one of the earliest reports on those forums. (Annotation.)

Rogers, F.; Solomon, D. Radio Forums for Development. East Lansing, Michigan: Michigan State University, Dept. of Communication, June 1972.

Rundfunk und Fernseh Consulting. Rural Radio in Indonesia: Investigations into Possibilities for Expansion. Cologne, Germany: Africa Asian Bureau, 1974.
Recommendations for a national system of rural forums, with more than agricultural content only. (Annotation.)

Schramm, Wilbur; Nelson, Lyle. Communication Satellites for Education and Development--The Case of India. Vol. 2. Stanford, California: Institute for Communication Research, August 1968. 274 pp. ED 032 766. (Annotation--6.)

14. STRATEGIES: RADIO SCHOOL

Acosta, Lazaro Jimenez. Diálogos con los Líderes. ACPO, April 1974.

Acción Cultural Popular (ACPO). ACPO en Cifras: 1947-1962. Bogotá: Andes, 1963. (ACPO in Statistics: 1947-1962.)

ACPO. Informe al Gobierno Nacional. Bogotá: ACPO, 1964. (Report to the National Government.)

ACPO. Cruzada Cultural Campesina. Bogotá: ACPO, 1964. (Peasant Cultural Crusade.)

ACPO. What is, What are the Objectives of, What does Acción Cultural do? Bogotá: Andes, 1965. Spanish, English.

ACPO. Escuelas Radiofónicas: Informe Anual 1966. Bogotá: ACPO, 1966. (Radio School: 1966 Annual Report.)

ACPO. Escuelas Radiofónicas: Informe Anual 1967. Bogotá: ACPO, 1967. (Radio Schools: 1967 Annual Report.)

ACPO. Radio Sutatenza: Programación. Bogotá: ACPO, 1969. 131 pp. (Radio Sutatenza: Programming.)

ACPO. ACPO; Agencia de Desarrollo. Bogotá: Andes, 1970. (ACPO: Development Agency.)

ACPO. Mensaje de la Dirección General a los Colaboradores de la Institución; 25 Años de Servicio a la Cultura del Pueblo. Bogotá: ACPO, 1972. 40 pp. (Message from the Board of Directors to Contributors; 25 years of Service to Popular Culture.)

ACPO. Conclusions of Studies on the Effectiveness of Radiophonic Schools of Acción Cultural Popular. December 1972.

ACPO. La Industria y el Desarrollo Social; el Caso de la Industria Privada Frente a las Entidades Fiscalmente Exentas o Privilegiadas. Bogotá: ACPO, 1973. 125 pp. (Industry and Social Development; The Private Sector vs. Tax-exempt or Privileged Companies.)

Asociación Latinoamericana de Educación Radiofónica (ALER). Qué es ALER. Buenos Aires, 1973. 13 pp. Spanish.
ALER was created in Sutatenza, Colombia in 1972, as a response to the educational problems of Latin America: Illiteracy, a high dropout rate and a low enrollment ratio. The use of educational radio as an alternative to formal education is recommended. ALER aims at expanding popular culture, literacy, and human development through 31 associated institutions in 16 countries. (Abstract.)

Barrientos, José. Escuelas Radiofónicas de Bolivia (ERBOL). Sutatenza, 1972. 13 pp. Spanish.
ERBOL is an association of nine radio stations working in functional literacy programs and other community education activities, under Government contract, in Bolivia the target population is adults in rural areas. Objectives served are literacy, primary education, health education, agricultural training and community education. The underlying educational philosophy deals with integrated rural development in a context of lifelong education. Attention is given to different ethnic groups; the "Centro Aymarista de Medios de Comunicacion Social" associated with ERBOL serves the education needs of 6,167 Aymara--speaking rural workers in 443 communities. (Abstract.)

Beltrán, I. R. "Radio Forum y Radio Escuelas Rurales en la Educación para el Desarrollo." Materiales de Enseñanza de Comunicación, No. 25, 1971. 58 pp.

Beltrán, Luis. Radio Forums and Radio Schools in Rural Mass Education for National Development. East Lansing: Michigan State University, Communications Department, 1968. (mimeo.)

Beltrán, L. R. Radio "Forums" and Radio "Schools" in Rural Mass Education for National Development. Stanford University: Institute for Communication Research, 1969. 82. pp. English. (Author File. RECORD #159.) (Annotation--13.)

Bernal Alarcón, H. Effectiveness of Radio Schools of "Acción Cultural Popular" of Colombia Promoting the Adoption of Innovation. Unpublished MS thesis, University of Wisconsin, 1967.

Bernal Alarcón, Hernando; Palacio Londrono, César. La Operación Antioquia de Acción Cultural Popular, Bogotá: ACPO, Departamento de Sociología. Documento de Trabajo, No. 7, 1968. 100 pp. (Operation Antioch of Acción Cultural Popular.)

Bernal, H.; Palacio, C. La Operación Antioquia de Acción Cultural Popular. Bogotá: Acción Cultural Popular (ACPO), documento de trabajo No. 7, 1968. 97 pp. Spanish. (Abstract — 3.)

Bernal, H. El Uso y la Influencia de las Escuelas Radiofónicas en los Programas de Desarrollo. Bogotá: Acción Cultural Popular (ACPO), Educación fundamental integral y medios de comunicación social, 1971. pp. 66-74. Spanish.

An article describing the system of ACPO's radio schools as a model of mass media used in development programs in Colombia ACPO's methodology is designed to improve basic skills in reading, writing and mathematics of adults in rural areas, and to provide information on agriculture, health, and community development. At the time the article was written 22,129 centers were in operation in 909 communities, with 201,161 pupils registered. (Abstract.)

Boletín Informativo Centro, Año II, No. 1. "Federación Cuatemalteca de Escuelas Radiofónicas." pp. 3-5. (Annotation — 6.)

Boletín Informativo Centro. "Acción Cultural Popular Hondureña." pp. 6-7.

A general, brief introduction to the radio schools of Honduras, focusing on the effects of adult education. (Annotation.)

Boletín Informativo Centro, Año II, No. 3. "Escuelas Radiofónicas de Nicaragua." pp. 4-5.

Very short sketch of the Nicaraguan radio schools, following the 1972 Managua earthquake. (Annotation.)

Bolivia. Escuelas Radiofónicas. Evaluación de las Escuelas Radiofónicas de Bolivia. La Paz: ERBOL, 1973. 7 pp.
(Evaluation of the Radio Schools of Bolivia.)

Bolivia. Ministerio de Educación. Escuelas Radiofónicas. La Paz: ERBOL. Colección Nuevos Caminos, No. 5, 1970. 31 pp. (Radio Schools.)

Bonilla, B. D., and others. Causa Popular, Ciencia Popular, una Metodología del Conocimiento Científico a Través de la Acción. Bogotá: Rosca, 1972. 78 pp. (Serie: Por Ahí es la Cosa.)
(Popular Cause, Popular Science, a Methodology of Scientific Knowledge Through Action.)

Braun, Juan. Communication, Nonformal Education and National Development: The Colombian Radio Schools. Unpublished Ph.D. dissertation. East Lansing: Michigan State University, 1975. 153 pp.

Brumberg, S. Acción Cultural Popular: Mass Media in the Service of Colombian Rural Development. New York: International Council for Education Development. Case Study No. 1, 1972.

Brumberg, S. "Colombia: A Multimedia Rural Education Program." In Education for Rural Development: Case Studies for Planners, edited by Manzoor Ahmed and Philip Coombs. New York: Praeger, 1975. (Annotation -- 9.)

Brumberg, Stephen. Los Medios Masivos de Comunicación al Servicio del Desarrollo Rural en Colombia. ACPO. January 1974. (Mass Communication Media at Work in Rural Development in Colombia.) (Abstract -- 3.)

Brumberg, Stephen F. Educación No-formal Para el Desarrollo Rural. ACPO, 1972. (Nonformal Education for Rural Development.)

Cabezas, Esteban. Documento Informativo Sobre Radio Santa María. Santo Domingo, Dominican Republic, 1975. (Informative Document on Radio Santa María.)

Center for International Education. Nonformal Education in Ecuador 1971-1975. Amherst, Mass.: Center for International Education, University of Massachusetts, 231 pp. English, Spanish.
This final report attempts to summarize in an accessible fashion the experiences and results of nearly four years' work in nonformal education in Ecuador. It should prove of particular interest to those who are concerned about the effects of their efforts on the individual lives of people in rural areas. One chapter is devoted to the Tabacundo Radio School Project, which used cassette recorders as a feedback and programming technique. (Annotation.)

Charconnet, M. "L'Ecole Radiophonique au Maroc." Interstages (Brussels), 30 (February 15, 1966), pp. 17-19. (Radio School in Morocco.)

Comparai, A. Fundación Educacional Padre Landell de Moura (FEPLAM). Sutatenza, 1972. 7 pp. Spanish.
FEPLAM is a private organization devoted to nonformal education in Brazil. Educational radio programs of FEPLAM provide several types of courses for adults in both urban and rural areas. Literacy programs are designed according to the methodology developed by MOBRAL. Other courses focus on primary education and secondary education for controlled audiences. Rural development programs consist of a series of 80 courses including agricultural production and administration. In addition, various specific programs had been produced in connection with different communities. (Abstract.)

Cortés, O. Movimiento de Educación de Base (MEB). Sutatenza, 1972. 26 pp. Spanish.
MEB is a private organization created by the Conference of Bishops in Brazil to provide nonformal education by radio. The target population is adults of rural areas in two regions of the country. The underlying educational philosophy deals with writing and reading ability as a means to develop analytical skills, and with the need for a change of attitudes in agricultural production and community development. Formative evaluation is provided by supervisors. At the time of the report, MEB's system was operating in 20 local organizations, with 83,000 rural workers. (Abstract.)

Davignon, Charles P. A History of the Radio Schools of Perú (at Punc) from 1961 to 1969 and Their Contribution to Present and Future Education in Perú. Washington, D. C.: The Catholic University of America, Ph. D. dissertation, 1973.

Direct. "Le Developpement Rural" La Part de Media. Paris, June 1974. p.65. French. (Annotation -- 5.)

Dubly, A. Evaluación de las Escuelas Radiofónicas Populares de Riobamba. Quito: Instituto Ecuatoriano de Desarrollo Económico y Social (INEDES), 1973. 70 pp. Spanish.
A study by INEDES on educational radio programs developed in literacy,

community development, and agricultural training in Riobamba, Ecuador. The programs comprise five types of radio emissions, i.e.: educational programs, religious education, information services, recreational programs, and music education. The study is a systems analysis of these programs, giving information on their social context, history, administrative organization, educational model, results, and social impact. (Abstract.)

Efionayi, J.A.B. "The Use of Mass Media in the Agricultural Extension Services of Nigeria." Convergence, Vol. 6, No. 3-4 (1973). pp. 32-39.
Pioneer survey of 180 farmers and 75 extension workers of Nigeria indicated radio, newsletters, and posters as rich sources of information for rural farmers; extension workers often did not realize the free use of mass media. Decentralization of media preparation and the mobilizing effect of mass media need future accomplishment. (Annotation.)

Ferrer, S. Acción Cultural Popular, Escuelas Radiofónicas de Sutatenza, Colombia; Estudio y Evaluación de la Obra. Bogotá: UNESCO, 1959. ("Acción Cultural Popular, Radio Schools of Sutatenza, Colombia; Study and Evaluation of the Work.")

Ferrer, S. Muestra Piloto de las Escuelas Radiofónicas Rurales. Bogotá: Acción Cultural Popular (ACPO), documento de trabajo Nº 4, 1967. 38 pp. Spanish. (Abstract--3.)

Fondo de Capacitación Popular. Fondo de Capacitación Popular--'INRAVISION'--Hacia un Modelo de Educación a Distancia. 1974. 15 pp.
This brochure describes an educational program developed to meet the needs of adult education. The proposed model uses radio, television, and correspondence courses as the means for social communication. The presentation covers the philosophy of the project, the means of communication, and the organization of studies for the educational system. (Annotation.)

Fontan, José. Communication in Sutatenza Radio Schools, Colombia. East Lansing, Michigan: Michigan State University, Department of Communication, 1965.

Fundación Radioescuela para el Desarrollo Rural (FREDER). Escuelas Radiofónicas "Santa Clara," Mision Rahue, Osorno, Chile. Osorno: FREDER, 1972. 7 pp. Spanish.
A report presented in the Seminar of Directors of Radio Schools of Latin America, held in Sutatenza, Colombia, in 1972. It gives information on educational radio programs carried out by "Escuelas Radiofónicas Santa Clara," in Chile. These programs use the psychosocial method in literacy classes and primary education for adult students in rural areas. Complementary courses include community development, human relations, first aid, child rearing, nutrition, cooperativism, labor laws, alcohol education, civics, and handicrafts. (Abstract.)

Fundación Radioescuela para el Desarrollo Rural (FREDER). Radio "La Voz de la Costa." Osorno: FREDER, 1974. 14 pp. Spanish.
A report on educational radio programs called "Radio La Voz de la Costa," by FREDER in Chile. The programs are focused on a rural population. They aim at expanding primary education, agricultural training, health education, family life education, community organization, work education, and recreational activities. The report outlines program methodologies and FREDER's administrative organization. (Abstract.)

Godoy, M. Escuelas Radiofónicas San Rafael (ERSAR). Sutatenza, 1972. 5 pp. Spanish. (Abstract--10.)

Gómez, A. Federación Guatemalteca de Escuelas Radiofónicas (FEGER). Mexico, D.F.: Friedrich Ebert Foundation, Seminar on Rural Radio, 1971.

Gómez, L. and Gutierrez, A. Encuesta Sobre Radiodifusión Entre los Campesinos. Bogotá, 1970. 84 pp. Spanish (Abstract--8.)

Gómez, L. Influencia Previa de los Elementos de Acción Cultural Popular Sobre los Jovenes Campesinos que Asisten a la Primera Promoción de los Institutos en 1968. Bogotá: Acción Cultural Popular (ACPO), documento de trabajo Nº9, 1968. 66 pp. Spanish. (Abstract--8.)

Gómez Posada, Lucila. Influencia Previa de los Elementos de Acción de Acción Cultural Popular Sobre los Jovenes Campesinos que Asisten a la Primera Promoción de los Institutos en 1968. Bogotá: ACPO, February 1968. (Previous Influence of the Action of Acción Cultural Popular on the Peasant Youth who Attended the First Promotion form the Institutes in 1968.)

Gómez Posada, Lucila. Opinión de los Líderes sobre el Funcionamiento de las Escuelas Radiofónicas en Colombia. Bogotá: ACPO, November 1967. (Opinion of the Leaders Concerning the Functioning of Radio School in Colombia.)

Gómez Posada, Lucila; Gutierrez, A. Encuesta Sobre Radiodifusión entre los Campesinos. Bogotá: ACPO, August 1970. 84 pp. (Inquest Concerning Radio Broadcasting Among Peasants.)

Gómez, L.; Nino, A.; Perilla, M.; and Umana, M. La Audiencia Campesina de Radio Sutatenza. Bogotá: Acción Cultural Popular (ACPO), documento de trabajo Nº10, 1970. 42 pp. Spanish. (Abstract--8.)

Gómez Posada, Lucila, and others. La Audiencia Campesina de Radio Sutatenza. ACPO. (The Peasant Audience of Radio Sutatenza.)

Herzog, W.A., Jr. The Utilization of Radio and Television for Adult Education in Brazil. East Lansing, Michigan: Michigan State University, 1975. 15 pp.

Instituto de Radío Difusão Educativa da Bahia (IRDEB). Salvador, 1975. 13 pp. Portuguese. (Abstract--3.)

Instituto de Radio Difusão Educativa da Bahia (IRDEB). Educacão Integrada. Salvador, 1975. 12 pp. Portuguese.
A project of continuing education by radio, prepared by IRDEB in Brazil. The program focuses on newly literate youth and adults. It aims at providing an opportunity for primary education to 360 pupils, in twelve radio schools in six local communities. Instructional materials will be used. (Abstract.)

Llaguno, J.A. Informe Sobre las Escuelas Radiofónicas de la Tarahumara. Mexico: Escuelas Radiofonicas de la Tarahumara, 1972. 21 pp. Spanish. (Abstract--8.)

Martin, S. Acción Cultural Popular, Escuelas Radiofónicas de Sutatenza. Bogotá: UNESCO, 1959. (Acción Cultural Popular, Radio Schools of Sutatenza.)

Martin, S. Ferrer. Muestrapiloto de las Escuelas Radiofónicas Rurales. ACPO, 1958-59. (Pilot Design of the Rural Radio Schools.)

Marting, Betty; de Castillo, Luz Marina R. Evaluación de los Dirigentes-Institutos Campesinos de Acción Cultural Popular, ACPO. Bogotá, Colombia, 1974. (Evaluation of the Directed Peasant Institutes of Accion Cultural Popular.)

Meza, R.M. Informe del Sistema Educativo Radiofónico de Mexico, A.C. Mexico: Escuelas Radiofónicas Huayacocotla, 1972. 15 pp. Spanish.
The "Sistema Educativo Radiofónico de Mexico" was created in 1964. At present it comprises 80 centers; the average number of pupils is 2,000 per center. The pupils range in age from 15 to 60 years old. These controlled programs focused on literacy campaigns by radio, with the aid of written instructional materials for group discussion. Open radio broadcasting is used in community education, health education, and nutrition. (Abstract.)

Meza, R.M. Sistema Educativo Radiofónico de Mexico, A.C. Escuelas de radio Huayacocotla. Sutatenza, 1972. 15 pp. Spanish. (Abstract--8.)

Movimiento de Educación de Base, Rio de Janeiro MEB: Relatorio Anual. Rio de Janeiro, 1972. (MEB: Annual Report.)

Musto, E. Communication Media for Rural Development. The Colombian Model "Radio Sutatenza." Bogotá: Acción Cultural Popular (ACPO), conclusions of some studies on the effectiveness of the radiophonic schools of Acción Cultural Popular, working document #20, 1972. pp. 19-59. English. (Abstract--7.)

Musto, E. Escuelas Radiofónicas. Modernización. Innovatividad y Grado de Desarrollo Regional. Bogotá: Acción Cultural Popular (ACPO), documento de trabajo N°11, 1970. 32 pp. Spanish. (Abstract--3.)

Musto, Esteban; Bernal A., Hernando. Escuelas Radiofonicas Modernización, Innovatidad y Grado de Desarrollo Regional (Síntesis y comentario introductorio sobre la Acción Cultural Popular). ACPO, February 1970. (Radio Schools Modernization, Innovation, and Level of Regional Development.)

Musto, S. Escuelas Radiofónicas. Modernización, Innovatividad y Grado de Desarrollo Regional. Bogotá: Acción Cultural Popular, Departamento de Sociología, Documento de Trabajo, No. 11, 1970. 32 pp.

Musto, S., and others. Los Medios de Communicación Social al Servicio del Desarrollo: Análisis de Eficiencia de "Acción Cultural Popular, June 1971.
This is a Spanish translation of a critical report on ACPO published in German in 1969. The present version includes in the text (though set off in bold face) ACPO's responses to the criticisms. Based on a German team's evaluation of ACPO. (Annotation.)

Nardelli, E.A. Qué es INCUPO? Reconquista: Instituto de Cultura Popular (INCUPO), 1972. 8 pp. Spanish.
This is a report prepared by INCUPO, of Argentina. INCUPO's educational radio programs deal with literacy, community education, health education, work education, and religious education. An audience of 400,000 adults is estimated. Listeners receive instructional materials and periodicals. (Abstract.)

Nino, Antonio José. Evaluación de la Operación Antioquía de Acción Cultural Popular. ACPO, May 1968. (Evaluation of the Operation Antioch of Acción Cultural Popular.)

Nino, A. Evaluación de la Operación Antioquia de Acción Cultural Popular. Bogotá: Acción Cultural Popular (ACPO), documento de trabajo N°8, 1968. 40 pp. Spanish. (Abstract--3.)

Oficina de Servicios para América Latina (OSAL). Las Escuelas Radiofónicas en América Latina: II Seminario de Directores de Escuelas Radiofónicas de América Latina. Bogotá, Colombia: OSAL, 1972.
This is a summary of activities of many Latin American radio schools submitted at a conference in 1972. Original OSAL group has been superseded by ALER, but summary information is the best available until ALER issues an updated version. (Annotation.)

Primrose, V. Study of the Effectiveness of the Educational Programs of the Radiophonic Schools of Sutatenza on the Life of the Colombian Peasant Farmer. St. Louis, Missouri: St. Louis University, unpublished Ph.D. thesis, 1965.
The recommendations offered at the completion of this research for the further development of Radio Sutatenza and its effectiveness are: (1) a wider distribution of cheap radios; (2) literary materials written on the level of the students; (3) updating of pedagogical techniques for a mass communication program; (4) better testing techniques; (5) more lay leaders to direct the schools; and (6) a social-scientific study of the people in the different areas. (Annotation.)

Queensland Department of Education. Queensland's Schools of the Air. Brisbane, 1974. 10 pp. English.
The brochure retraces experience (1922-74) of primary correspondence schools in Queensland, Australia, designed to provide primary education to children isolated in rural areas. Since the 1960's, the school has used the radio facilities of the Flying Doctor Service for communication with pupils who can respond and ask questions

through their transceivers. Use of educational radio for three-way communication from teacher to child, child to teacher, and child to child is illustrated through a description of schools of the air in three areas. The brochure also describes other components of the system--such as library services, seminars for teachers and governesses who supervise studies, and club days for pupils. (Abstract.)

Radio Santa María. Manual del Maestro Corrector. Escuelas Radiofónicas Santa María. La Vega, 1975. 36 pp. Spanish. (Abstract--10.)

Radio Santa María. Método de las Escuelas Radiofónicas Santa María. La Vega, 1975. 10 pp. Spanish. (Abstract--7.)

Radio Santa María. Universidad para Todos. La Vega: Escuelas Radiofónicas Santa María, 1975. 30 pp. Spanish. (Abstract--10.)

Ramírez Pardo, Fernando. El Determinante Comercial en la Programación de Radionovela de Radio Sutatenza. Thesis (Licenciado en Comunicación Social), Bogotá: Pontificia Universidad Javeriana. Facultad de Comunicación Social, 1975. (The Commercial Determinant in the Programming of Soap Operas of Radio Sutatenza.)

Renner, Richard R. Education in Colombia. Gainesville: Florida University, November 1968. 382 pp.
This extensive report describes Colombian education. Special attention is given to the country's educational history and to recent developments, including a significant effort to bring elementary education to the rural masses through ACPO, a program teaching literacy and basic life skills by radio. (Annotation.) ED 035 109.

Restrepo, M. Evaluación Curso Progresivo. Primera parte. Bogotá: Acción Cultural Popular (ACPO), documento de trabajo No. 21, 1973. 78 pp. Spanish. (Abstract--10.)

Rhoads, William G., and others. Use of Radiophonic Teaching in Fundamental Education. Williamstown, Massachusetts: Williams College, Roper Public Opinion Research Center, May 1963. 194 pp. (Annotation--3.) ED 003 297.

Ribeiro, Osmar; Díaz Bordanave, Juan. Estudio Comparativo de la Radio y su Combinación con Discusión de Grupo y Recursos Visuales en el Aprendizaje de una Práctica Agrícola. In Seminario Nacional de Radiodifusión Rural, 10, Bogotá, 29 de Noviembre al 11 de Diciembre de 1971. Informe preliminar. Bogotá: FAO--Ministerio de Agricultura, Documento C-22, 1971. 17 pp.

Rivas, J.E. El Instituto Venezolano de Teleducación (IVT). Caracas: IVT, 1972. 13 pp. Spanish. (Abstract--11.)

Rogers, Everett; Solomon, Douglas. A Manual on Radio Forums for Development. Stanford University: Institute for Communication Research, 1973. English. (Author File: RECORD #83.)
This document emphasizes academic subjects, family planning, community development, literacy, agricultural practices, health, political awareness, non-agricultural work skills, and religious activity for people in both urban and rural settings. (Annotation.)

Schmelkes, S. Estudio de Evaluación Aproximativa de las Escuelas Radiofónicas de la Tarahumara. Mexico: Revista del Centro de Estudios Educativos, Vol. 2, No. 2, 1972. pp. 11-36. Spanish.
This article describes a summary evaluation of educational radio programs known as "Escuelas Radiofónicas de la Tarahumara" in Mexico. The evaluation was conducted by the "Centro de Estudios Educativos." The first part of the article refers to research design. In the second part, emphasis is put on conclusions dealing with students' progress, socioeconomic background, dropout problems, and educational demand. The third part gives some conclusions of a systems analysis of "Escuelas Radiofónicas de la Tarahumara." (Abstract.)

Secretaria de Educacão e Cultura da Bahia. Instituto de Radio Difusão Educativa da Bahia (IRDEB). Curso supletivo a nível de 1º grau. Salvador, 1975. Portuguese.

This project prepared by IRDEB in Brazil, is designed to give the adult population the opportunity for primary instruction. The program comprises two types of radio courses, i.e. communication and expression, and social studies. An audience of 15,000 adult students is included. Teachers will be trained in radio school methods. Instructional material will be used in addition to radio courses. (Abstract.)

Soares, R.H.A. and Brito, V.L.J. Guia do Orientador do Aprendizagem. Salvador: Instituto de Radio Difusão Educativa (IRDEB), 1975. 28 pp. Portuguese. (Abstract--10.)

Sotelo, Sylvia Schmelkes de. The Radio Schools of the Tarahumara. Mexico: An Evaluation. Stanford: Stanford University, Institute for Communication Research, March 1973. 70 pp.

In an effort to reach widely dispersed Indian children and provide them with an early education that will encourage them to enroll in conventional schools after the fourth grade, Jesuit missionaries in a mountainous rural area of Mexico have provided a radio school since 1955. The evaluation reported here reveals that the radio schools have been most useful to those who are not disadvantaged, making integration of the rural Indians into the national culture and economy even more difficult. After an analysis of the problems of the radio schools, a drastic reform plan is presented. (Annotation.) ED 077 188.

Torres, Camilo; Corredor, B. Las Escuelas Radiofónicas de Sutatenza, Colombia. Bogotá: Centro de Investigaciones Sociales, 1961.

A social science work of Camilo Torres, written before he became involved in the political efforts for which he is most renowned. (Annotation.)

Trias, J. Acción Cultural Loyola. (ACLO.) Sutatenza, 1972. 12 pp. Spanish. (Abstract--10.)

UNESCO Regional Office for Education in Latin America and the Caribbean. MOBRAL: The Brazilian Adult Literacy Experiment. Paris: The UNESCO Press, 1975. 70 pp. English, French, Spanish. 00536 INNO/00185 999 1973. (Abstract--1.)

Vega, F.; Keller, H. Evaluation of the Radio Schools Program for Basic Literacy in Tabacundo, Province of Pichancha, Ecuador. Quito: Centro de Motivación y Asesoría (CEMA), December 1971.

Vega, M. Escuelas Radiofónicas N.S. de Burgos de Mizque. Plan Anual de Trabajo en Alfabetización de Adultos 1975. Mizque, 1975. 6 pp. Spanish.

A report providing a short description of the literacy programs by radio, to be carried out in Bolivia by "Escuelas Radiofónicas N.S. de Burgos" in 1975. An audience of 444 rural adults is considered in 42 local communities. Additional instructional materials will be used. (Abstract.)

White, Robert. The Adult Education Program of Acción Cultural Popular Hondureña: An Evaluation of the Rural Development Potential of the Radio School Movement in Honduras. St. Louis: St. Louis University, Department of Anthropology and Sociology, October 1972. 2 Volumes.

This represents a more lengthy report on some of the material described by White in this volume. It is based on earlier data, without the thorough analysis that has been done since. (Annotation.)

15. STRATEGIES: ANIMATION

Adjangta, Moise. "La Radiovision en Republique Centra-africaine." Interstages (Brussels), 45 (January 1, 1968), pp. 3-7.
"Radiovision" is a program of radio integrated with films or slides on subjects such as agriculture, cattle-raising, health and hygiene, projected in rural villages by an "animateur" or teacher, who answers questions and leads discussions. (Annotation.)

Baijens, J. M. "Equipment: A New Tool." Literacy Discussion, Vol. 1, No. 2 (Spring 1970), pp. 73-75.
Cassette players have advantages over radio receivers in literacy programs in developing areas. They are reasonable in price and can be mass-produced; they are flexible; they can be replayed again and again; they are reusable; and they can be used to record the immediate reaction of a class. (Annotation.)

Benveniste, Annie. "Rapport d'Evaluation," private circulation, May 1974. Available from: Stanford University, Institute for Communication Research, Stanford, California 94305.
Presents descriptions of television viewing groups in villages in the Ivory Coast. It points out some of the problems encountered. In particular, the writer notes the lack of involvement in village life on the part of the village teacher. He is an outsider who remains so, and is unable to contribute his services as animator of the viewing group. (Annotation.)

Cassirer, Henry R. "Two-way Radio in Rural Senegal," Educational Television International (now called Educational Broadcasting International), Vol. 4, No. 2 (June, 1970), pp. 148-149.
Short description of an important type of radio technology for rural areas. (Annotation.)

Clarke, R. Report on an Experimental Course in the Use of Two-way Radio in Adult Education for the Lilangwe Land Development Programmes. Limbe, Malawai: University of Malawai, Center for Extension Studies, January 1972.
This is a description of an experiment with two-way radio for teaching English in a number of sites outside the capital city of Malawai. (Annotation.)

Clerc, Jean-Pierre. "Rural Educational Broadcasting in Senegal." Prospects, Vol. 14, No. 4 (Winter 1974), pp. 574-578.
Rural education radio in Senegal not only provides agricultural instruction but also allows peasants to talk as much as instructors, creating the conditions for constant interchange between the lowest and highest strata of the nation.

Cololough, Mary; Crowley, David. The People and the Plan: A Report of the Botswana Government's Educational Project on the Five-Year National Development Plan, 1973-1978. University of Botswana, Lesotho, and Swaziland, Division of Extramural Services.
Description of a radio campaign designed to acquaint the people of Botswana with the development plan of the government. The campaign used radio in combination with a trained group leader and flip charts. The group leader is supplied with study guides to direct the discussion; he also reports on the questions that the groups want answered and forwards them to the program producers. Later programs respond to these questions. The group leader also has a radio provided by the government. He organizes the group (5-20 members), arranges a meeting place and guides the group through the programs and discussion. This project is influenced by the radio discussion campaigns in Tanzania. (Annotation.)

Direct. "Quand Les Auxiliaires Audiovisuals Participent au Developpement Rural." Paris, March 1975. p. 19. French.
This article points out the benefits audiovisual instruction can bring to

rural development. Using Senegal as an example, and considering its agricultural situation and the development of its national products, the article shows that rural people can be helped to use new technologies by audiovisual instruction. (Annotation.)

Direct. "La Radio au Service du Développement en Afrique." Paris, October 1974. p. 80. French.
Describes rural educational radio (DISSOO) in Senegal. Broadcasts are made to rural areas three evenings a week. Most poeple gather in public places after their work to hear broadcast and follow-up discussion among themselves. Description of DISSOO -- started in December 1968. Among TV, Film, and radio radio is the most successful and adaptable to the needs of Senegal, particularly in the rural areas. (Annotation.)

El Hadj Badge, M.; Robert, J. Dix ans d'Animation Radiophonique en Milieu Rural. Niamey, Niger: Association des Radio-Clubs du Niger, 1972.
A summary of the first 10 years of the experience of one of the oldest rural radio projects in Africa. Its methods of getting rural people's input for the programming is original and has spread to other projects. (Annotation.)

[illegible], Milton. "Popular Participation and Feedback Systems in Rural Development." In International Symposium on Communication Strategies for Rural Development, California, Colombia, 1974. Proceedings. California, Cornell University-CIAT, 1974. pp. 70-78.

Fanon, Frantz. "This is the Voice of Algeria." In Studies in a Dying Colonialism, Chapter 2, pp. 69-79. New York: Monthly Review Press, 1965.
Valuable insight on the role radio played in the Algerian war of independence. (Annotation.)

Gunter, Jock. "Educational Media for Rural Ecuador." Audiovisual Instruction, Vol. 18, No. 8 (October 1973), pp. 13-15.
The primitive conditions existing in rural Ecuador created unique problems for the University of Massachusetts project attempting to develop educational tools for the area. Author describes the approach taken and the learning devices which were produced. (Annotation.)

Kent, Graeme. "Hello Back There." Educational Broadcasting International, Vol. 5, No. 4 (December 1971), pp. 272-274.
The author discusses a record request program in the British Solomon Islands for teachers and children that gives teachers an opportunity to talk about themselves and their schools. (Annotation.)

Marathey, R. Togo: Radio Educative, Paris: UNESCO, April 1965.

McAnany, Emile G. Radio Clubs of Niger: September 1972. Stanford, California: Institute for Communication Research, 1972 (mimeo). 12 pp. ED 086 197.

McAnany, Emile G. Rural Radio in Dahomey: September 1972. Stanford, California: Institute for Communication Research, 1972. 15 pp.
A brief report on the radio clubs after a visit to them in 1972. (Annotation.) ED 086 196.

Quebec (Province); Ministère de l'Education; Comité d'Implantation de la Television Educative pour la Formation de Adultes. Project Multimedia de Formation pour le dev. des Resources Humaines du Quebec. Quebec: 1970. French.
Commission report of the Committee for the Implementation of Educational television in adult education in Quebec, Canada aiming at human resources development. Vol. 2 describes the program design. The report starts by defining the target participants and providing enrollment projections by regions and by age groups on the basis of enrollment for TEVEC. It is believe that provision of basic education is more necessary than specific vocational training though the program will also offer the possibility for specialization at a later stage. Curriculum development will be based on educational needs and insights into

adult learning. Because television viewing is a widely established habit among the population, this media has been chosen as one of the most important self-instructional aids. Educational radio will be used to provide information on the system. Educational animation will be ensured by adult leaders working full time at the regional level and part time at the local level. Furthermore, continuing education centers will provide additional resources. (Abstract.) 00328 IMNO/00017 124 1970.

Sock, Boubacar, "A la Radio Senegalaise, les Ruraux Parlent aux Ruraux." Informations de l'UNESCO, No. 654.

The national Radio-Senegal channel has broadcast education programs in Wolof for 4 years. The rural people gather in groups to listen and discuss actions of the administration. This program, DISSOO, also has written documents containing listeners' reactions and state agent response. Since 1972, broadcasting has included other languages. (Annotation.)

Swoboda, Donald W. "Two-Way Radio for Extension." J. Ext, Vol. 8, No. 2 (Summer 1970), pp. 42-45. (Annotation -- 9.)

SOURCES

ERIC Document Prices

Documents with ED numbers listed in this bibliography may be ordered from:

ERIC Document Reproduction Service (EDRS)
P. O. Box 190
Arlington, Virginia 22210 U.S.A.

In the case of U.S. customers, a check for the price of the document, plus postage, as figured by the following price charts, must be enclosed with orders.

Because postal charges outside the United States vary from country to country, EDRS requests that customers outside of the United States first send EDRS a list of the documents they need. EDRS will then send a list of charges.

# of Pages	Microfiche Prices
1- 480	$.83
481- 576	1.00
577- 672	1.16
673- 768	1.33
769- 864	1.50
865- 960	1.67
961-1056	1.83
1057-1152	2.00
1153-1248	2.17
1249-1344	2.33
1345-1440	2.50

Add $0.67 for each additional 96 pages or fraction thereof.

# of Pages	Photocopy Prices
1- 25	$1.67
26- 50	2.06
51- 75	3.50
76-100	4.67
101-125	6.01
126-150	7.35
151-175	8.69
176-200	10.03
201-225	11.37
226-250	12.71
251-275	14.05

Add $1.34 for each additional 25 pages or fraction thereof

U. S. Postage must be added to the above charges.

1 - 60 pages	25¢
61 - 120 pages	35¢
121 - 180 pages	45¢
181 - 240 pages	55¢
241 - 300 pages	65¢
301 - 360 pages	75¢
361 - 420 pages	85¢

Add $0.08 for each additional 60 pages

AMIC Documents

Some items have been taken from an AMIC bibliography. Using the AMIC numbers, these documents can be obtained from:

Asian Mass Communication Research and Information Centre
39 Newton Road
Singapore 11
Republic of Singapore

Requests for AMIC publications can be met on an exchange for documents that you can send AMIC to add to its collections, or at a subsidised cost of $0.01 per photocopied page.

ACPO Documents

Further information about documents from ACPO may be obtained from:

Acción Cultural Popular
Apartado Aereo 7170
Bogotá, Columbia

Articles from Direct

Direct's address is:

Direct
Centre d'Information et d'Echanges Television
Agence de Cooperation Culturelle et Technique
39, Boulevard de Magenta
75010, Paris, France

Theses

Most theses of U.S. origin and some theses from other countries are available from:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

ALPHABETIZED LIST OF SOURCES

Academy for Educational Development
1414 22nd Street, N. W.
Washington, D. C. 20037 U. S. A.

ABU Liaision Office
Broadcasting Corporation of China
53 Jen Road, Section 3
Taipei, Taiwan
Republic of China

Adult Education

Adult Education Association for the
United States of America
810 18th Street, N. W.
Washington, D. C. 20006 U. S. A.

American University
Massachusetts Avenue, N. W.
Washington, D. C. 20016 U. S. A.

Asian Studies

University of the Philippines
Philippines Center for Advanced Studies
Diliman, Quezon City
Philippines

Associação Brasileira de Teleducação
Rua Campos da Paz, No. 60
Rio Comprido
Rio de Janeiro, Brazil

Audiovisual Instruction

Association for Educational
Communications & Technology
1201 16th Street, N. W.
Washington, D. C. 20036 U. S. A.

Australian Broadcasting Commission
ABC Radio Guide
G.P.O. Box 487
Sydney 2001, N. S. W.
Australia

Australian Journal of Adult Education

Australian Association of Adult
Education
Division of Postgraduate Extension
Studies
Box 1346, Canberra City 2601
Sydney, N. S. W. 2033
Australia

Australian Science Teacher's Journal

Australian Science Teacher's
Association
STAV Clunies Ross House
191 Royal Pde.
Parkville, Victoria 3052
Australia

Cahiers Internationoux de Sociologie

Presses Universitaires de France
Department des Periodiques, 12
Rue Jean-de-Beauvais 12
75, Paris-V, France
(French)

Catholic University
Michigan Avenue, N. E.
Washington, D. C. 20064 U. S. A.

Center for International Studies
Massachusetts Institute of Technology
77 Massachusetts Avenue
Cambridge, Massachusetts, 02139 U.S.A.

Charles E. Tuttle and Company, Inc.
28 South Main Street
Rutland, Vermont 05701 U. S. A.

Chasqui

College of William and Mary
Department of Modern Languages
Williamsburg, Virginia 23185 U. S. A.

Combroad

Commonwealth Broadcasting House
London W1A 1AA England

Communicator

Indian Institute of Mass Communication
New Delhi, India 110049

Communications Department
Michigan State University
East Lansing, Michaigan 48823 U. S. A.

Community Development Journal

Oxford University Press
Press Road
Neasden, London, N. W. 10
England

Convergence

International Council for Adult
Education
252 Blair Street, West
Toronto, Ontario M5S1V6
Canada

Cornell University
Ithaca, New York 14850
U. S. A.

D. C. Heath and Company
College Department
125 Spring Street
Lexington, Massachusetts 02173
U. S. A.

Department of Broadcasting
Government of Nepal
Kathmandu, Nepal

EBU Review

French European Broadcasting Union
1 Rue de Varembe, Case Postale
CH-1211 Geneva 20
Switzerland
(English, French)

Economic Development & Cultural Change

Research Center in Economic Development and Cultural Change
University of Chicago
University of Chicago Press
5801 S. Ellis Avenue
Chicago, Ill. 60637
U. S. A.

Educación Popular para el Desarrollo

Instituto de Investigación Cultural
para la Educación Popular
Depto. de Difusion
Potosi 421, Casilla 525
Bolivia

Educational & Industrial Television

C. S. Tepfer Publishing Corporation
825 South Barrington Avenue
Los Angeles, California 90049
U. S. A.

Educational Broadcasting

Brentwood Publishing Corporation
825 S. Barrington Avenue
Los Angeles, California 90049 U.S.A.

Educational Broadcasting International

Centre for Educational Television Overseas
Wynn Williams Publishers Ltd.
King Street, Wexham, England
(English; summaries in French & Spanish)

Educational Broadcasting Review

(See Public Telecommunications Review)

Educational Development International

British Council (CEDO)
Peter Peregrinus L & D
Box 8
Southgate Houses
Stevenage, Herts SG1 1HQ
England

Educational Technology

Educational Technology Publications, Inc.
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
U. S. A.

Educational Television

(See Educational & Industrial Television)

Educational Television International

(See Educational Broadcasting Int'l)

Escuela de Ciencias de la Comunición Colectiva
Universidad de Costa Rica
San Raman, Costa Rica

FAO Documentation--Current Bibliography

Food and Agricultural Organization of the United Nations
Documentation Centre
Via delle Terme di Caracalla
Rome, Italy

Florida University
Gainesville, Florida 32611
U. S. A.

Fundação Educational Padre Landell de Moura
Av. Bastian 285, Menino Deus
Porto Alegre, R. S. Brazil

Gazette

Institute for the Science of the Press
Kluwer Boulevard, Box 23
Deventer, Netherlands

Harper & Row Publications, Inc.

10 East 53RD Street
New York, New York 10022
U. S. A.

Human Organization

University of Colorado
Institute for Behavioral Sciences
Boulder, Colorado 80302
U. S. A.

ICED Newsletter

International Council for Educational Development
680 Fifth Avenue
New York, New York 10019
U. S. A.

Index on Censorship

Writers and Scholars International L & D
21 Russell Street
London WC2B 5HP
London WC2 7AU
England

Indian Institute of Mass Communications
Ring Road
New Delhi, 110049
India

Indian Journal of Adult Education

Indian Adult Education Association
17-B Indraprastha Marg
New Delhi - 1 India

Information Center on Instructional Technology

The Academy for Educational Development, Inc.
1414 22nd Street, N. W.
Washington, D. C. 20037
U. S. A.

Institute for Communication Reseach
Stanford University
Stanford, California 94305
U. S. A.

Institute for Social and Psychological Research
490 XIXth Main Road. IV Block
Jayanagar, Bangalore 11
India

International Council for Educational Development
680 Fifth Avenue
New York, New York 10019 U.S.A.

International Educational Reporting Service
Palais Wilson 1211 Geneva 14
Switzerland

International Extension College
131 Hills Road
Cambridge CB2 1PD England

Interstages
Belgian Information and Documentation Institute
3 Rue Montoyer
B-1040 Brussels, Belgium

Institute for Mathematical Studies in the Social Sciences
Stanford University
Stanford, California 94305
U.S.A.

Institute of Adult Education
Box 20697
Dar es Salaam
Tanzania

Institute of Mass Communication
University of the Philippines
Diliman, Quezon City
Philippines

Instituto de Pesquisas Espaciais
Sao Jose dos Campos
Sao Paulo, Brazil

Instituto Colombiano Agropecurio
Dursion de Communicacion Social
Apartado Aereo 151123
Apartada Aereo 7985
Bogota, Columbia

John H. Wiley and Sons, Inc.
605 Third Avenue
New York, New York 10016
U. S. A.

Journal of Broadcasting

Broadcast Education Association
Temple University
Philadelphia, Pennsylvania 19122
U. S. A.

Journal of Communication

Annenberg School Press
P. O. Box 13358
Philadelphia, Pennsylvania 19104
U. S. A.

Journalism Quarterly

Association for Education in Journalism
Public School of Journalism
University of Minnesota
Minneapolis, Minn. 55455
U. S. A.

Lenguajes

Asociación Argentina de Semiotica
Tucuman 3748
Buenos Aires, Argentina

Linguistic Reporter

Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
U. S. A.

Literacy Work

International Institute for Adult Literacy Methods
P. O. Box 1555
Tehran, Iran

Makerere University
Makerere Adult Studies Center
Kampala, Uganda

Mass Media

2116 North Charles Street
Baltimore, Maryland 21218
U. S. A.

Media Asia

Asian Mass Communications Research and Information Centre
39 Newton Road
Singapore 11, Malaysia

Monthly Review Press

62 West 14th Street
New York, New York 10011
U. S. A.

NAEB Newsletter

National Association of Educational Broadcasters
1346 Connecticut Avenue, N. W.
Washington, D. C. 20036
U. S. A.

National Association of Educational Broadcasters
1346 Connecticut Avenue, N. W
Suite #1101
Washington, D. C. 20036
U. S. A.

National Iranian Radio-Television
Publication Department
Tehran, Iran

National Technical Survey Service
5285 Port Royal Road
Springfield, Virginia 22161
U. S. A.

Newhouse Communications Center
School of Journalism
Syracuse University
Syracuse, New York U. S. A.

NHK Publications Association
Nippon Hoso Kyohai
Japan

The Nordic Documentation Center for Mass Communication Research

P. O. Box 607
University of Tampere,
SF - 33101
Tampere 10, Finland

Ogilvy, Benson and Mather
Private Limited
Steel Crete House, Dinsha Wacha
Bombay 20 BR India

Praeger Publications, Inc.
111 Fourth Avenue
New York, New York 10003 U. S. A.

Programmed Learning and Educational Technology

Sweet and Maxwell, Ltd.
11 New Fetter Lane
London EC4P 4EE, England

Prospects

UNESCO
7, Place de Fontenoy
75700 Paris, France
(English, French, Spanish)

Public Telecommunications Review

National Association of Educational Broadcasters
1346 Conn. Avenue, N. W. Suite #1101
Washington, D. C. 20036 U. S. A.
(Formerly Educational Broadcasting Review) (Formerly NAEB Journal)

Radio Nepal
Kingdom of Nepal

Radio Sutatenza
Calle 20 #9 - 45
Bogota, Columbia

Revista Brasileira de Teleducação
Rue Campos da Paz 60, Rio Comprido
Rio de Janeiro, Brazil

Revista EAC

Universidad Catolica de Chile
Escuela Artes de la Communicacion
Diagonal Oriente
3300 Santiago, Chile

Roper Public Opinion Research Center
Williams College
Williamstown, Massachusetts 01265
U. S. A.

Sogang University
Department of Mass Communication
COP Box 1142
Seoul, Korea

South Pacific Bulletin

South Pacific Commission
Publications Bureau, Box 306
Haymarket 2000 NSW Australia
(Editions in English and French)

St. Louis University
221 North Grand Boulevard
St. Louis, Missouri 63103
U. S. A.

Studies in Adult Education

Institute of Adult Education
Box 20697
Dar es Salaam. Tanzania

Studies in Adult Education

National Institute of Adult Education
Department of Adult Education
University of Leicester
Leicester LE1 7RH, ENGLAND

SUDAM

Superintendencia para o Desenvolvimento de Amazonas
Manaus, Amazonas, BRAZIL

Tanzania Education Journal

Ministry of Education
Box 9121
Dar es Salaam, Tanzania
(English, Swahili)

UNESCO List of Documents & Publications

Place de Fontenoy
757000 Paris, France
(English, French, Spanish)

UNESCO Regional Office for Science and Technology for Latin America and The Caribbean

Casilla 859
Montevideo, Uraguay
(Spanish)

Universidad Catolica
Rio de Janiero
Brazil

Universidad Catolica
Valparaiso, Chile

Universidad de Antioquia
Medellin, Columbia

Universidad de Zulia
Maracaibo, Venezuela

University of Botswana, Lesotho and Swaziland
Gaborne, Botswana

University of California at Los Angeles
405 Hilgrad Avenue
Los Angeles, California 90024
U. S. A.

University of Malawi
Center for Extension Studies
Lumbe, Malawi

University Microfilms
Stanford University Institute for Communication Research
Stanford, California 94305
U. S. A.

University of Missouri
Columbia, Missouri 65201
U. S. A.

University Microfilms

Stanford University Institute for Communication Research
Stanford University
Stanford, California 94305
U. S. A.

Vidura

Press Institute of India
Sapru House Annexe,
Barakhamba Road
New Delhi 110001, India

Visual Education

National Committee for Audiovisual Aids in Education
33 Queen Anne Street
London, W.1,
England